

# Chatswood High School

INSPIRING EXCELLENCE – ACHIEVING SUCCESS

## SENIOR STUDIES GUIDE 2026-2027

*Guide for Course Selection for  
Years 11 and 12*

## PRINCIPAL'S MESSAGE

Entrance into the senior years of secondary school is a personal commitment that students should make in consultation with their parents or carers. By deciding to enter Years 11 and 12 students are making a personal undertaking that they will genuinely apply themselves to the very best of their abilities to all senior study experiences and tasks.

This booklet is composed to assist students in choosing the most appropriate senior studies pathway and subjects for their own individual aspirations and abilities. The subject choice decisions you make now will give you the opportunity to plan for your future.

The Higher School Certificate is the highest level of attainment that school students can achieve in NSW and is an internationally recognised credential that provides students with strong foundations for post-school life. Whether students pursue tertiary qualifications, vocational training or move directly into the workforce, the Higher School Certificate will provide students with the necessary skills and knowledge to make a meaningful contribution to your chosen field.

To ensure that you make the most appropriate decisions regarding your choice of subjects, please consider the following points;

1. carefully read the information provided in this booklet,
2. investigate the requirements for your possible career interests and university entrance by obtaining information from the Careers Adviser,
3. check with your teachers about your ability with respect to the specific courses/subjects you may be considering, and the workload that will be expected of you,
4. read your Semester One reports carefully as current performance is the best indicator of future performance. Be realistic about your selections, and
5. take responsibility for your own learning.

Our school expectations are that you work to your full potential and achieve your personal best. We also expect that you will assist your peers by listening in class, engaging in the discussion, and asking relevant questions. We also expect that your behaviour across the school show your advanced level of maturity and you present yourselves as role models for the junior years.

Robin Chand  
**Principal**

## TABLE OF CONTENTS

<b>PRINCIPAL'S MESSAGE .....</b>	<b>2</b>
<b>TABLE OF CONTENTS.....</b>	<b>3</b>
<b>STUDYING FOR THE HIGHER SCHOOL CERTIFICATE .....</b>	<b>5</b>
ELIGIBILITY FOR THE HSC .....	5
THE HSC CURRICULUM .....	5
<i>Types of Courses</i> .....	5
<i>Units of Study</i> .....	6
<i>Mandatory Study Requirements</i> .....	6
<b>HSC PATHWAYS .....</b>	<b>7</b>
ACCUMULATION OF THE HSC .....	7
REPEATING A COURSE .....	7
ACCELERATION .....	7
SCHOOL BASED TRAINEESHIPS AND APPRENTICESHIPS .....	7
<b>AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) .....</b>	<b>8</b>
<i>Changes to ATAR course categorisation</i> .....	8
<i>What HAS CHANGED?</i> .....	8
<i>What does this mean for students</i> .....	8
SELECTION RANK ADJUSTMENTS .....	8
<b>ASSESSMENT AND REPORTING .....</b>	<b>8</b>
<b>ALL MY OWN WORK .....</b>	<b>10</b>
<b>EXTERNAL STUDY .....</b>	<b>10</b>
<b>SUBJECT SELECTION PROCESS .....</b>	<b>10</b>
DETERMINING SUBJECTS THAT WILL RUN .....	10
<b>COURSE CHOICES .....</b>	<b>11</b>
SUMMARY TABLE .....	11
<b>COURSE SELECTION ADVICE CHECKLIST.....</b>	<b>12</b>
<b>BOARD DEVELOPED COURSE DESCRIPTIONS.....</b>	<b>14</b>
ABORIGINAL STUDIES .....	14
ANCIENT HISTORY .....	15
BIOLOGY.....	16
BUSINESS STUDIES.....	17
CHEMISTRY .....	18
CHINESE AND LITERATURE .....	19
CHINESE BEGINNERS .....	20
CHINESE CONTINUERS .....	21
CHINESE EXTENSION .....	22
CHINESE IN CONTEXT .....	23
DESIGN AND TECHNOLOGY.....	24
DRAMA .....	25
EARTH AND ENVIRONMENTAL SCIENCE .....	26
ECONOMICS .....	27
ENGINEERING STUDIES .....	28
ENGLISH: ADVANCED .....	29
ENGLISH: STANDARD.....	30

### [RETURN TO CONTENTS](#)

Year 11 Senior Studies Guide 2026-2027

*Disclaimer: All efforts were made to ensure the information contained within this book were correct at the time of publication. At all times CHS will be guided by NESA requirements. For any and all questions, please seek advice from a Deputy Principal.*

ENGLISH: EAL/D (ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT) .....	31
ENGLISH: EXTENSION COURSE 1 (AND 2) .....	32
ENGLISH: ENGLISH STUDIES.....	34
ENTERPRISE COMPUTING .....	36
FOOD TECHNOLOGY.....	37
FRENCH BEGINNERS.....	38
FRENCH CONTINUERS.....	39
GEOGRAPHY .....	40
HEALTH AND MOVEMENT SCIENCE .....	41
HISTORY EXTENSION .....	42
INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES.....	43
INDUSTRIAL TECHNOLOGY: MULTIMEDIA TECHNOLOGIES .....	44
JAPANESE: BEGINNERS .....	45
JAPANESE: CONTINUERS .....	46
LEGAL STUDIES .....	47
MATHEMATICS: STANDARD.....	48
MATHEMATICS: STANDARD 1 .....	49
MATHEMATICS: STANDARD 2 .....	50
MATHEMATICS ADVANCED .....	51
MATHEMATICS EXTENSION 1.....	52
MATHEMATICS EXTENSION 2.....	53
MODERN HISTORY.....	54
MUSIC 1.....	55
MUSIC 2.....	56
PHYSICS.....	57
SOCIETY AND CULTURE .....	58
SOFTWARE ENGINEERING.....	59
TEXTILES AND DESIGN .....	60
VISUAL ARTS .....	61
<b>CONTENT ENDORSED COURSES .....</b>	<b>62</b>
NUMERACY .....	62
SPORT, LIFESTYLE AND RECREATION .....	63
<b>BOARD DEVELOPED - LIFE SKILLS COURSES .....</b>	<b>64</b>
<b>VOCATIONAL EDUCATION AND TRAINING (VET) COURSES .....</b>	<b>65</b>
ENTERTAINMENT INDUSTRY - VOCATIONAL EDUCATION AND TRAINING (VET) – 240HR COURSE .....	66
ENTERTAINMENT INDUSTRY - VOCATIONAL EDUCATION AND TRAINING (VET) – 300HR COURSE .....	67
FINANCIAL SERVICES - VOCATIONAL EDUCATION AND TRAINING (VET).....	68
<b>OTHER VET OPPORTUNITIES .....</b>	<b>69</b>
EXTERNALLY DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET).....	69
SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT) .....	70
<b>EXTERNAL COURSE INFORMATION .....</b>	<b>71</b>
SECONDARY COLLEGE OF LANGUAGES .....	71
NSW SCHOOL OF LANGUAGES.....	72
<b>POLICIES.....</b>	<b>73</b>
SUBJECT SELECTION POLICY AND PROCEDURES.....	73
HONESTY AND INTEGRITY IN THE HSC .....	74
<b>FORMS .....</b>	<b>75</b>
INTENTION TO ENGAGE IN EXTERNAL LANGUAGES FORM .....	75

## STUDYING FOR THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) recognises 13 years of education. In the interests of greater career choices and increased opportunities, at university and TAFE NSW, it offers you a full range of study areas matching individual abilities, interests and goals.

The HSC is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

## ELIGIBILITY FOR THE HSC

To be eligible for the award of the Higher School Certificate, students must:

- a. satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a TAFE college;
- c. complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- e. sit for and make a serious attempt at the requisite Higher School Certificate examinations.
- f. meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

## THE HSC CURRICULUM

As you begin considering your course preference list, it is important that you familiarise yourself with the names used to describe courses on offer as this can potentially have a considerable impact on your eligibility for an Australian Tertiary Admission Rank (ATAR) which is a prerequisite for university entry.

A subject is the general name given to an area of study, for example English, and a subject may offer one or more courses (Advanced English, Standard English, etc.).

English, Mathematics, Science, History, Music and some Languages are subjects which offer more than one course. The other subjects each offer one 2 unit course.

## TYPES OF COURSES

### Board Developed Courses

These are courses for which NESA develops a syllabus setting out the aims, objectives, outcomes, structure and content. Most Board Developed HSC courses, including the VET framework courses, may contribute to the calculation of the ATAR.

### Board Developed Life Skills Courses

Life Skills courses are Board Developed courses that provide an alternative HSC for students with special learning needs. They are not examined externally and do not contribute to an ATAR.

### Board Endorsed HSC Courses

These courses count towards the HSC and are listed on your Record of Achievement. However, they do not count towards the calculation of the ATAR.

### **Content Endorsed Courses**

These courses are endorsed by NESA and cater for areas of special interest not covered in the Board Developed Courses. There is no external examination for any Content Endorsed Course. They do count towards the HSC and appear on your Record of Student Achievement (RoSA).

### **Board Developed Vocational Education and Training (VET) Courses**

There are Board Developed and/or Board Endorsed courses in VET. These VET courses are offered as part of the HSC. They teach skills that are relevant to future study and employment. They allow for both HSC qualifications and Australian Qualifications Framework (AQF) accreditation.

The role vocational education and training (VET) courses play in helping students prepare for further education, training, employment and lifelong learning is widely recognised by key stakeholders in education.

For NSW school students in Years 9–12 VET is ‘dual accredited’. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Board Developed VET courses will be offered at Chatswood High School for the HSC in the following industry frameworks:

- Entertainment Industry
- Financial Services

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## **UNITS OF STUDY**

Most courses offered for the HSC have a value of two units (2 unit) in Year 11 and two units in Year 12. Each unit requires approximately 60 hours of study per year. Each one unit has a mark value of 50. A two-unit course over two years requires approximately 240 hours of study. Most courses have a value of two units with a mark value of 100.

Some exceptions are some:

- Content Endorsed Courses
- Extension Courses.

Extension study at Chatswood High School is available in English, Mathematics, Science, History and Music. Extension courses allow students to study at a more intensive level in diverse but specific areas. Extension courses have an additional 1 unit (50 marks) value.

English Extension 1 and Mathematics Extension 1 begin in Year 11 and continue into Year 12. Students wishing to further their study in those subjects may choose to study the Extension 2 course in Year 12. Extension 2 requires students to work beyond Extension 1 standard.

Extension History, Extension Music and Extension Science are courses that begin in Year 12.

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## **MANDATORY STUDY REQUIREMENTS**

English is the only compulsory HSC subject.

To be eligible for the award of the HSC you must satisfactorily complete at least:

- 12 units in your Year 11 study pattern (Year 11 = 3 terms)
- 10 units in your Year 12 pattern. (Year 12 = 4 terms starting Term 4 Year 11)

Both study patterns must include:

- At least two units of a Board Developed course in English
- At least six units of Board Developed Courses
- At least three courses of 2 unit value or greater
- At least four subjects

No more than six units of Science can be studied in Year 11 and no more than seven units of Science can be studied in Year 12.

## HSC PATHWAYS

Most students follow a two year program of study in Years 11 and 12 leading to the award of the HSC. NESA also provides access for those people who wish to combine their studies with employment or other responsibilities, such as family care.

The Pathways provisions listed allow flexibility in obtaining the HSC.

## ACCUMULATION OF THE HSC

Students may accumulate an HSC over a five-year period. The five-year period will commence in the first year a student completes an HSC course.

Students who are accumulating courses may access a Student eRecord showing each calendar year of study. The cumulative Student eRecord will record all Year 11 and Year 12 courses satisfactorily completed, including repeat attempts. The mark of the final attempt in a particular course is the mark used for the calculation of the ATAR. By the end of the period of accumulation, all Year 11 and Year 12 pattern of study requirements need to be met. In subjects that include extension courses, you may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

## REPEATING A COURSE

You may repeat one or more HSC courses, but you must do so within the five year accumulation period. In the calculation of the Australian Tertiary Admissions Rank (ATAR), the most recent mark in a course will be used.

## ACCELERATION

Students may undertake Year 11 or Year 12 courses in advance of their usual cohort. Acceleration gives more able students the opportunity to progress through their study requirements at a faster rate than usual by completing the course content in a shorter time and accumulating results. Decisions about acceleration will be made by the Principal.

## SCHOOL BASED TRAINEESHIPS AND APPRENTICESHIPS

HSC Studies can be undertaken at the same time as doing a part time traineeship or apprenticeship. Both combine paid work and training that leads to a recognised Australian Qualifications (AQF) VET qualification. See the Careers Adviser.

## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It measures a student's overall academic achievement in the NSW HSC compared to other students and helps institutions rank applicants for tertiary selection. It is calculated by the institutions and released by UAC. The ATAR is a rank not a mark.

Further details on the ATAR can be obtained from the Universities Admission Centre (UAC) [www.uac.edu.au](http://www.uac.edu.au)

To be eligible for an ATAR you must satisfactorily complete at least 10 units of Board Developed Courses including at least 2 units of English.

The ATAR is calculated using an aggregate of scaled marks (average of examination and assessment marks) in 10 units of Board Developed courses.

### CHANGES TO ATAR COURSE CATEGORISATION

From 2025, any course that schools offer with a HSC exam can count towards the calculation of the ATAR. The change in categorisation is a decision made by universities. Schools still have control and responsibility for the courses they offer.

### WHAT HAS CHANGED?

Currently, English Studies, Mathematics Standard 1, and VET courses with a HSC exam are considered Category B. Previously, students could only count a maximum of 2 units from Category B courses towards their ATAR calculation. Starting from the 2025 HSC, the Universities Admission Centre (UAC) has removed this limitation. As a result, students are able to include more courses in their ATAR calculation.

### WHAT DOES THIS MEAN FOR STUDENTS

Students can undertake English Studies, Mathematics Standard 1 and undertake VET courses, while having the option of an ATAR pathway into university. Students can qualify for an ATAR pathway into university if they undertake English Studies and Mathematics Standard 1 (with the optional HSC exam), and VET courses. The ATAR will continue to be calculated on 2 units of English, plus the 8 best units.

## SELECTION RANK ADJUSTMENTS

While the ATAR may be the best single predictor of academic success, institutions acknowledge that there are other selection criteria that are relevant to certain courses. Institutions may also base their selection of students on an interview, audition, portfolio, questionnaire in relation to extra-curricular involvement or a test.

Sometimes these selection criteria are used on their own and sometimes in conjunction with the ATAR. The selection rank for a course (previously known as a cut-off) does not necessarily represent the minimum ATAR required for entry into the course. Selection ranks include adjustment factors (previously known as bonus points), and students with ATARs below the selection rank may get offers.

## ASSESSMENT AND REPORTING

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course.

School-based assessment tasks constitute 50% of the HSC mark. The other 50% comes from the HSC examination.

The HSC mark for 2 unit courses is reported on a scale of 0 - 100. A mark of 50 represents the minimum standard expected. There are 5 performance bands above 50 that correspond to different levels of achievement in knowledge,



skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

HSC results for VET courses are delivered at two levels. Assessment is competency based, with students receiving a competency log. An external exam is optional and will represent 100% of their mark in this course for the HSC.

Complete school-based assessment tasks for each Board Developed HSC Course, other than VET courses, is required. For VET courses a competency-based assessment program will apply.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

On satisfactory completion of the HSC students receive the following:

- The HSC Testamur
- The HSC Record of Achievement (RoSA to be downloaded from the NESA website). This includes the HSC examination mark, assessment mark, HSC mark and Performance Band for each HSC course satisfactorily completed (except VET courses)
- AQF Certificate in VET

## ALL MY OWN WORK

To be eligible for an HSC all students must complete the *HSC: All My Own Work* program or its equivalent. The program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

If students are concerned about their abilities to meet the ethical and good scholarship requirements of a Stage 6 course then they should discuss this with a Year Adviser.

## EXTERNAL STUDY

Some students will undertake patterns of study involving an external institution.

External Institutions Include:

- [TAFE](#)
- [Saturday School of Community Languages](#)
- [NSW School of Languages](#)

Additional information on specific courses is available at the [External Course Information](#) section of this guide.

To ensure students undertake a successful pattern of study, Chatswood High School requires students who take courses in these institutions, ensure that they have 12 units of study at Chatswood High School until the end of Term 1, after which time they may apply to their Deputy Principal to terminate a course to reach their minimum unit requirement (12 units). Students will need to supply proof of successful progress in their external course before permission is given to terminate any course.

Students entering Year 11 who wish to undertake external study must complete the [External Studies Application Form](#) and bring this with them to the interview that takes place with the Subject Selection panel. If initial approval to take an external course is given at the interview, students must complete the forms appropriate to each institution.

## SUBJECT SELECTION PROCESS

Students will be making their subject selections online via the program *Edval Webchoice*. A link with a unique code and information on how to do this will be sent to their school email address. It is a requirement of this program that students use their Department of Education email address (firstname.surname@education.nsw.gov.au)

Subject selection preferences can be changed as often as the student likes until *WebChoice* closes.

1. Ensure your Department of Education email is working and check it regularly for the invitation email with the link and your unique web-code
2. Go to <https://my.edval.education/login> and enter your unique code
3. Select the subjects you want, in order of PREFERENCE (this means the subject you list at the top is the one you want the most)
4. Click submit

## DETERMINING SUBJECTS THAT WILL RUN

Once the preference portal has closed, the data will be downloaded and reviewed by the Principal and Executive who will determine which subjects run based on student choice and staff availability. Students who are not able to have a full complement of courses from their identified preferences will be asked to discuss their options with the Deputy Principal and the Timetable Team and reselect their preferences.

## COURSE CHOICES

### SUMMARY TABLE

	YEAR 11 AND YEAR 12 COURSES (alphabetical)	UNIT VALUE	Available	
			Yr 11	Yr 12
Board Developed Courses	Aboriginal Studies	2	✓	✓
	Ancient History	2	✓	✓
	Biology	2	✓	✓
	Business Studies	2	✓	✓
	Chemistry	2	✓	✓
	Chinese and Literature	2	✓	✓
	Chinese Beginners	2	✓	✓
	Chinese Continuers	2	✓	✓
	Chinese Extension	1		✓
	Chinese in Context	2	✓	✓
	Design and Technology	2	✓	✓
	Drama	2	✓	✓
	Earth & Environmental Science	2	✓	✓
	Economics	2	✓	✓
	Engineering Studies	2	✓	✓
	English Advanced	2	✓	✓
	English Standard	2	✓	✓
	English Studies	2	✓	✓
	English EAL/D	2	✓	✓
	English Extension 1	1	✓	✓
	English Extension 2 <sup>1</sup>	1		✓
	Enterprise Computing	2	✓	✓
	Food Technology	2	✓	✓
	French Beginners	2	✓	✓
	French Continuers	2	✓	✓
	Geography	2	✓	✓
	Health and Movement Science	2	✓	✓
	History Extension <sup>2</sup>	1		✓
	Industrial Technology – Timber and Furnishings <sup>3</sup>	2	✓	✓
	Industrial Technology – Multimedia <sup>3</sup>	2	✓	✓
	Japanese Beginners	2	✓	✓
	Japanese Continuers	2	✓	✓
	Legal Studies	2	✓	✓
	Mathematics Standard 1	2		✓
	Mathematics Standard 2	2	✓	✓
	Mathematics Advanced	2	✓	✓
	Mathematics Extension 1	1	✓	✓
	Mathematics Extension 2 <sup>1</sup>	1		✓
	Modern History	2	✓	✓
	Music 1	2	✓	✓
	Music 2	2	✓	✓
	Music Extension <sup>2</sup>	1		✓
	Physics	2	✓	✓
	Science Extension <sup>2</sup>	1		✓

<sup>1</sup> Extension 2 is available only in Year 12. Extension 1 is a prerequisite for Extension 2.

<sup>2</sup> History Extension and Music Extension are only available in Yr 12.

<sup>3</sup> Cannot be taken together.

	Society and Culture		2	✓	✓
	Software Engineering		2	✓	✓
	Textiles and Design		2	✓	✓
	Visual Arts		2	✓	✓
CEC	Numeracy		2	✓	✓
	Sport, Lifestyle and Recreation		2	✓	✓
VET		HOURS	UNIT VALUE	Yr 11	Yr 12
	Entertainment Industry	240	2	✓	✓
	Entertainment Industry Specialisation Study	60	1		✓
	Financial Services	240	2	✓	✓

## COURSE SELECTION ADVICE CHECKLIST

Students and parents are encouraged to read the following points carefully:

- ☐ Students are most likely to succeed when they choose courses which align with their interests and abilities. Choosing a course that does not match your interests and abilities will not usually equate to high achievement in that course and could reduce motivation in that subject. This in turn could have a negative effect on overall wellbeing and therefore impact other areas of study.
- ☐ Is there a good balance to the subjects selected? Are you ok across your junior subjects or do you perform better in classes that involve more (or less) writing?
  - Do your subjects complement one another? Do the skills or concepts covered in one course relate to content in another course?
- ☐ Friends can be a good sounding board for your thoughts about your pattern of study. However, picking a course because a friend is doing it is not a guarantee that you will be in the same class, nor does it have a direct bearing on your academic success.
- ☐ Be aware of any potential issues with your specific course combination, including eligibility for ATAR or the consequences if you want/need to drop a course moving into Year 12.
  - Not every student is seeking an ATAR – that is OK
- ☐ Consider any additional course requirements listed. These requirements often take notable time away from other courses and students will need to be well-planned, motivated and organised to balance these requirements successfully
  - Does the course have a major work? Most teachers advise against undertaking two/three major work courses without careful consideration.
  - Does the course involve work placement or is it an external course that may take you away from your timetabled lessons? You are expected to complete any and all outstanding work during these times.
- ☐ Consider potential requirements for any areas of tertiary study you may be interested in. The Careers Adviser is an excellent source of advice and support on tertiary prerequisites.
  - If there are no prerequisites, then choosing courses that allow you to maximise your ATAR will give you as many options as possible!
- ☐ Ask, Ask, **ASK!** Everyone wants you to make the best choice for you and your education. There are a range of places you can get more specific information to support your preference listing:
  - Information sessions provided by the Head Teachers
  - The Parent Information Evening
  - Your teachers, Head Teachers, teachers of that subject.
  - Ask for copies of the textbook or similar information sources

- Look up the NESA syllabus online
- Students currently doing the course
- Careers Adviser for advice on careers, tertiary institution requirements, TAFE NSW courses and VET courses.
- Deputy Principals regarding curriculum requirements and subject combinations.
- University Entry Requirements Year 10 Booklet produced by University Admissions Centre (UAC).

## BOARD DEVELOPED COURSE DESCRIPTIONS

ABORIGINAL STUDIES		Unit Value										
Board Developed Course		2										
Prerequisites: Nil	Exclusions: Nil											
Cost: Nil												
<p>Course Description:</p> <p>Aboriginal Studies develops students’ knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples, whilst acknowledging the contribution of Aboriginal cultures and communities to Australian society. The course covers a broad range of contemporary social and political issues and involves a comparative study of an international indigenous community. The core concept throughout the course is for students to develop their understanding of Aboriginal Heritage and Identity. Students complete a Major Project incorporating community consultation and local perspective. Students choose their own topic, complete fieldwork and present their project using their own mode of communication. Through this course Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to ‘learn together’ with Aboriginal peoples and communities. All students take an active role in the process of reconciliation, an integral part of Australia’s society today.</p> <p>The course allows for flexible delivery and structure to enhance students by developing their analytical skills and the ability to pursue independent inquiry and project development in a medium of their choice. This further pursues student’s ability to foster their own autonomy and direct elements of their own learning.</p>												
<p>Topics covered may include:</p> <table><tr><td><u>Year 11 Course:</u></td><td><u>Year 12 Course:</u></td></tr><tr><td>Aboriginality and the Land</td><td>Social Justice and Human Rights Issues</td></tr><tr><td>Heritage and Identity</td><td>Comparative Study</td></tr><tr><td>International Indigenous Community</td><td>A case study of an Aboriginal Community</td></tr><tr><td>Research and Inquiry Methods: Local Case Study</td><td>Major Project: student choice &amp; fieldwork</td></tr></table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	Aboriginality and the Land	Social Justice and Human Rights Issues	Heritage and Identity	Comparative Study	International Indigenous Community	A case study of an Aboriginal Community	Research and Inquiry Methods: Local Case Study	Major Project: student choice & fieldwork
<u>Year 11 Course:</u>	<u>Year 12 Course:</u>											
Aboriginality and the Land	Social Justice and Human Rights Issues											
Heritage and Identity	Comparative Study											
International Indigenous Community	A case study of an Aboriginal Community											
Research and Inquiry Methods: Local Case Study	Major Project: student choice & fieldwork											
Particular Course Requirements: NIL												
<p>External Assessment:</p> <p>HSC – 3 hour examination</p>												

### Employment / University Opportunities:

The writing and analysis skills developed in this course are particularly useful to students intending to study Law, Arts, Archaeology, Education, Business management/marketing or any media related courses.

Aboriginal Studies Stage 6 also provides a valuable foundation for a range of courses at university and other tertiary institutions. All courses at university require a high degree of communication skills and Aboriginal Studies provides an ideal foundation for this.

Other career links include: journalism, Psychology, Sociology, Human Resources, public relations, politics, foreign affairs officer, conservator, anthropologist, research officer, secondary teacher, museum curator, library work or any field where employers want applicants with a sound general knowledge who can think critically and flexibly and communicate effectively.

ANCIENT HISTORY		Unit Value
Board Developed Course		2
Prerequisites: Nil	Exclusions: Nil	
Cost: Nil		
Course Description:		
<p>In this course, students are introduced to the ancient world through the study of ancient societies, personalities and different periods of Ancient History. The study of Ancient History has a strong focus on using archaeological and written sources to gain a deep understanding of the ancient past.</p> <p>Students have the opportunity to explore their own areas of interest through the completion of a Historical Investigation and are able to use a wide range of media to present their findings. The new HSC encourages a variety of assessments to allow all students to follow their own interests in this course.</p> <p>This course is particularly valuable to students who wish to develop their skills in analysis and writing. It also develops skills which will help them in many subjects (e.g. English, Legal Studies, Economics) in the HSC and at university.</p>		
Topics covered may include:		
<u>Year 11 Course:</u>		<u>Year 12 Course:</u>
<ul style="list-style-type: none"><li>- Nature of Ancient History</li><li>- Case Studies:<ul style="list-style-type: none"><li>o e.g. Troy, Persepolis &amp; Deir el-Medina</li></ul></li><li>- Features of Ancient Societies:<ul style="list-style-type: none"><li>o Weapons &amp; Warfare e.g. Rome, Carthage &amp; Punic Wars</li><li>o Death &amp; Funerary e.g. Rome &amp; Egypt</li></ul></li><li>- The Historical Investigation: student choice<ul style="list-style-type: none"><li>o e.g. Han Dynasty, Mythology, Boudicca</li></ul></li></ul>		<ul style="list-style-type: none"><li>- Core Study:<ul style="list-style-type: none"><li>o Pompeii and Herculaneum</li></ul></li><li>- Ancient Societies:<ul style="list-style-type: none"><li>o e.g. Sparta, Israel Solomon to Samaria</li></ul></li><li>- Personality:<ul style="list-style-type: none"><li>o e.g. Xerxes, Akhenaten</li></ul></li><li>- Historical Period:<ul style="list-style-type: none"><li>o e.g. The Greek World 500-440 BC or New Kingdom Egypt</li></ul></li></ul>
Particular Course Requirements: NIL		
External Assessment:		
HSC – 3 hour examination		

STUDENTS ALSO HAVE THE OPPORTUNITY TO STUDY EXTENSION HISTORY IN YEAR 12 IF THEY STUDY EITHER MODERN OR ANCIENT HISTORY

### Employment / University Opportunities:

The writing and analysis skills developed in this course are particularly useful to students intending to study Law, Arts, Archaeology, Education, Business management/marketing or any media related courses.

Ancient History Stage 6 also provides a valuable foundation for a range of courses at University and other tertiary institutions. All courses at university require a high degree of communication skills and Ancient History provides an ideal foundation for this.

Other career links include: journalism, Psychology, Sociology, Human Resources, public relations, politics, foreign affairs officer, conservator, anthropologist, research officer, secondary teacher, museum curator, library work or any field where employers want applicants with a sound general knowledge who can think critically and flexibly and communicate effectively.

BIOLOGY		Unit Value										
Board Developed Course		2										
<b>Prerequisites:</b> Satisfactory completion of Stage 5 Science	<b>Exclusions:</b> Maximum of 6 units of Science											
<b>Cost:</b> \$35 + additional excursion expenses												
<b>Course Description:</b> <p>The Biology course explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>Biology also involves the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p>												
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course</u></td><td><u>Year 12 Course:</u></td></tr><tr><td>- Cells as the Basis of Life</td><td>- Heredity</td></tr><tr><td>- Organisation of Living Things</td><td>- Genetic Change</td></tr><tr><td>- Biological Diversity</td><td>- Infectious Disease</td></tr><tr><td>- Ecosystem Dynamics</td><td>- Non-infectious Disease and Disorders</td></tr></table>			<u>Year 11 Course</u>	<u>Year 12 Course:</u>	- Cells as the Basis of Life	- Heredity	- Organisation of Living Things	- Genetic Change	- Biological Diversity	- Infectious Disease	- Ecosystem Dynamics	- Non-infectious Disease and Disorders
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- Cells as the Basis of Life	- Heredity											
- Organisation of Living Things	- Genetic Change											
- Biological Diversity	- Infectious Disease											
- Ecosystem Dynamics	- Non-infectious Disease and Disorders											
<b>Particular Course Requirements:</b> Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies (15 hours). Practical investigations include: <ul style="list-style-type: none"><li>● undertaking laboratory experiments, including the use of appropriate digital technologies</li><li>● fieldwork.</li></ul> Secondary-sourced investigations include: <ul style="list-style-type: none"><li>● locating and accessing a wide range of secondary data and/or information</li><li>● using and reorganising secondary data and/or information.</li></ul> One fieldwork exercise <b>must</b> be completed in Year 11. It is strongly recommended that students who select Biology have good literacy skills and are considering Advanced English.												
<b>External Assessment:</b> HSC Examination – 3 hour examination												

### Employment / University Opportunities:

Biology, Medicine, Veterinary Science, Nursing, Environmental Science, National Parks and Wildlife Services



BUSINESS STUDIES		Unit Value										
Board Developed Course		2										
Prerequisites: Nil	Exclusions: Nil											
Cost Year 11: Nil	Cost Year 12: \$40 HSC Case Study Fee											
<b>Course Description:</b>  Business Studies is a subject that provides students with insight, knowledge and experience into the functioning of business from both a management perspective as well as a consideration of the role business plays in wider society.  Course content is contextualised with a focus on current case studies: Why did the Dick Smith retail chain go into administration? What drives the growth of Australian start-ups like Canva? Who is Australia’s most profitable company and why? How does Qantas maintain its market share in an increasingly competitive global tourism market? Students who have a good general knowledge of local, national and international businesses will be able to apply the ideas and terms used in Business Studies to great effect.  Business Studies concepts also relate to content covered in Economics, Legal Studies, and Financial Services and so is a useful complement to these subjects. The focus on written work also complements work in English and History.  The literacy and analytical demands of this course are comparable to other Social Science courses; however, the breadth of the course content is considerable. It is well suited to students who will work hard in class, ask questions and engage in regular revision to ensure they are up to date with coursework. Students who utilise the news to stay informed will have an advantage in this course.  For more detail on the course, please review the <a href="#">NSW Business Studies Stage 6 Syllabus</a> . If you have any questions, see any Geography or Commerce teacher.												
<b>Main Topics Covered:</b>  <table><tr><td><u>Year 11 Course:</u></td><td><u>Year 12 Course:</u></td></tr><tr><td>- Nature of Business</td><td>- Operations</td></tr><tr><td>- Business Management</td><td>- Marketing</td></tr><tr><td>- Business Planning</td><td>- Finance</td></tr><tr><td></td><td>- Human Resources</td></tr></table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Nature of Business	- Operations	- Business Management	- Marketing	- Business Planning	- Finance		- Human Resources
<u>Year 11 Course:</u>	<u>Year 12 Course:</u>											
- Nature of Business	- Operations											
- Business Management	- Marketing											
- Business Planning	- Finance											
	- Human Resources											
<b>Particular Course Requirements:</b> It is recommended that students who select Business Studies have good literacy skills. A minimum C grade for Stage 5 English is recommended.												
<b>External Assessment:</b> HSC Examination – 3 hour examination												

### Employment / University Opportunities:

An interest and enthusiasm in Business Studies will contribute to maximising an ATAR result and will also provide the basis for continuing the study of Business, Marketing, Commerce, Economics or Law at university.

Furthermore, students wishing to enter the business world directly or run their own business will find the HSC component very useful in the practise of business management, including the accounting and legal frameworks.

CHEMISTRY		Unit Value		
Board Developed Course		2		
<b>Prerequisites:</b> Satisfactory completion of Stage 5 Science	<b>Exclusions:</b> Maximum of 6 units of Science			
<b>Cost:</b> \$35 (+ additional excursion expenses)				
<b>Recommendation:</b> Students wanting to study Chemistry require a deep understanding of Mathematics. Chemistry is only recommended for those students who have undertaken <b>5.3 Mathematics in Stage 5</b> .				
<b>Course Description:</b> The Chemistry course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of Chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena. Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms to gain a better understanding of how chemicals interact. The Chemistry course builds on students’ knowledge and skills developed in the Science Stage 5 course and increases their understanding of Chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course</u><ul style="list-style-type: none"><li>- Properties and Structure of Matter</li><li>- Introduction to Quantitative Chemistry</li><li>- Reactive Chemistry</li><li>- Drivers of reactions</li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- Equilibrium and Acid Reactions</li><li>- Acid/base reactions</li><li>- Organic Chemistry</li><li>- Applying Chemical Ideas</li></ul></td></tr></table>			<u>Year 11 Course</u> <ul style="list-style-type: none"><li>- Properties and Structure of Matter</li><li>- Introduction to Quantitative Chemistry</li><li>- Reactive Chemistry</li><li>- Drivers of reactions</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Equilibrium and Acid Reactions</li><li>- Acid/base reactions</li><li>- Organic Chemistry</li><li>- Applying Chemical Ideas</li></ul>
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<b>Particular Course Requirements:</b> Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies. (15 hours) Practical investigations include: <ul style="list-style-type: none"><li>● undertaking laboratory experiments, including the use of appropriate digital technologies</li><li>● fieldwork.</li></ul> Secondary-sourced investigations include: <ul style="list-style-type: none"><li>● locating and accessing a wide range of secondary data and/or information</li><li>● using and reorganising secondary data and/or information.</li></ul> It is recommended that students study Advanced Mathematics when taking Chemistry.				
<b>External Assessment:</b> HSC Examination – 3 hour examination				

### Employment / University Opportunities:

Chemistry, Medicine, Engineering, Nursing, Environmental Science, Metallurgy, Quality control and Laboratory technician, Pharmacy, Nuclear Chemist, Law.

### [RETURN TO CONTENTS](#)

Year 11 Senior Studies Guide 2026-2027

*Disclaimer: All efforts were made to ensure the information contained within this book were correct at the time of publication. At all times CHS will be guided by NESA requirements. For any and all questions, please seek advice from a Deputy Principal.*

CHINESE AND LITERATURE		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Students with a cultural and linguistic background in Chinese. Usually Year 10 Chinese or equivalent knowledge is assumed.	<b>Exclusions:</b> Chinese Beginners, Chinese Continuers, Chinese Extension and Chinese in Context	
<b>Cost:</b> Nil		
<b>Course Description:</b>  The Year 11 course provides students with the opportunity to develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. Spoken exchanges are to be conducted in Mandarin.  In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and mandatory contemporary issues.		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u>  Prescribed themes:  The individual and the community Youth Culture Cultural Identity Global Issues	<u>Year 12 Course:</u>  Prescribed themes and Prescribed texts for 2025-2030 :  The individual and the community Youth Culture Cultural Identity Global Issues	
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b> HSC Examination – 3 hour examination.		

### Employment / University Opportunities:

Good students will reach a high level of competency in spoken and written Chinese, and will therefore be able to work in companies domestically or internationally in areas such as tourism, technology, finance, services and business

CHINESE BEGINNERS		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Students who wish to begin their study of Chinese at senior secondary level and do not have prior knowledge or experience of the Chinese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. <i>Strict eligibility rules apply to the study of this subject</i>	<b>Exclusions:</b> Chinese Continuers, Chinese Extension, Chinese in Context, Chinese and Literature	
<b>Cost Yr 11:</b> \$105	<b>Cost Yr 12:</b> \$67	
<b>Course Description:</b>  This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics covered provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>• Family life, home and neighbourhood</li><li>• People, places and communities</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>• Education and work</li><li>• Friends, recreation and pastimes</li><li>• Holidays, travel and tourism</li><li>• Future plans and aspirations</li></ul>	
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b> HSC examination – a two hour and 40 minute written examination, including listening, reading and writing skills. A five minute oral examination.		

### Employment / University Opportunities:

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

CHINESE CONTINUERS		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> This is a follow-on course for students who have studied Chinese in Years 9 – 10 or who have previous knowledge of the language. <i>Eligibility rules apply to the study of this subject.</i>		<b>Exclusions:</b> Chinese Beginners, Chinese in Context, Chinese and Literature
<b>Cost Year 11:</b> \$ 107		<b>Cost Year 12:</b> Nil
<b>Course Description:</b> Chinese Continuers course provides opportunities for students to develop their skills and knowledge of Chinese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u> <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Education and aspirations</li> <li>• Recreation and leisure</li> <li>• Lifestyles</li> </ul>		<u>Year 12 Course:</u> <ul style="list-style-type: none"> <li>• Travel experiences</li> <li>• Tourism and hospitality</li> <li>• History and culture</li> <li>• Youth issues</li> <li>• The world of work</li> </ul>
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b> HSC Examination – 3 hour written examination. A 10 minute oral examination.		

### Employment / University Opportunities:

Good students will reach a high level of competency in spoken and written Chinese, and will therefore be able to work in companies domestically or internationally in areas such as tourism, technology, finance, services and business

CHINESE EXTENSION		Unit Value
Board Developed Course		1
<b>Prerequisites:</b> The Chinese Continuers Preliminary course is a prerequisite for the Chinese Extension course, and the Continuers HSC course is a co-requisite. Additionally, students should have a strong foundation in communication skills in Chinese, including reading, viewing, listening, writing, composing, and speaking. The Chinese Extension course builds upon the knowledge and skills gained in the Continuers course.		<b>Exclusions:</b> Chinese Beginners, Chinese in Context, Chinese and Literature
<b>Cost:</b> Nil		
<b>Course Description:</b>  Chinese Extension course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics covered provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.		
<b>Main Topics Covered:</b>  Pursuit of personal goals, for example: <ul style="list-style-type: none"> <li>overcoming adversity</li> <li>the power of hopes and dreams</li> </ul> Relationships, for example: <ul style="list-style-type: none"> <li>responsibility and commitment</li> <li>community and connections</li> <li>love and family</li> </ul> Social inequality: for example: <ul style="list-style-type: none"> <li>stereotypes</li> <li>social hierarchies</li> <li>tolerance of difference</li> <li></li> </ul> <b>Prescribed Text:</b> Text type: Film Title: Nice View 奇迹·笨小孩 (2022) Director: Wen Muye		
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b> HSC Examination – 2 hour written examination. A 10 minute oral examination (Preparation time: 7 minutes & Exam time: 3 minutes).		

### Employment / University Opportunities:

Good students will reach a high level of competency in spoken and written Chinese, and will therefore be able to work in companies domestically or internationally in areas such as tourism, technology, finance, services and business.

CHINESE IN CONTEXT		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Students typically have been brought up in a home where the language is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of the language. 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.		<b>Exclusions:</b>  Chinese Beginners, Chinese Continuers, Chinese Extension, Chinese and Literature
Cost: Nil		
<b>Course Description:</b>  Chinese in Context course develops students’ intercultural and linguistic skills, as well as their knowledge and understanding, through the study of a range of texts. In the preliminary course, the students’ intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the modules and issues, viewed from one or more of the three perspectives (Personal, Community and International). In the HSC course, students will explore in depth an area of interest related to one of the issues through the Personal Investigation.		
<b>Main Issues Covered:</b>		
<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>• Young people and their relationships</li><li>• Traditions and values in contemporary society</li><li>• The nature of work</li></ul>	<u>Year 12 Course</u> <ul style="list-style-type: none"><li>• The individual as a global citizen</li><li>• Australian identity</li><li>• Personal Investigation</li></ul>	
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b> HSC Examination – two hours and 40 minute external written examination. A 15 minute oral examination (Preparation time: 8 minutes & Exam time: 7 minutes)		

### Employment / University Opportunities:

Good students will reach a high level of competency in spoken and written Chinese and they have more opportunities to gain recognition in vocational education and training. They will also be able to work in companies domestically or internationally in areas such as tourism, technology, finance, services and business.

DESIGN AND TECHNOLOGY		Unit Value
Board Developed Course		2
Prerequisites: Nil	Exclusions: Nil	
Cost: \$30		
<b>Course Description:</b>  Students study design processes, design theory and factors in relation to design projects. In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.  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.		
<b>Main Topics Covered:</b>  <div><div><u>Year 11 Course:</u> 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.</div><div><u>Year 12 Course:</u> 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.</div></div>		
<b>Particular Course Requirements:</b> In the Year 11 course, students must participate in hands-on practical activities.  In the HSC course the comprehensive study of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.		
<b>External Assessment:</b> HSC examination – 1 hour and 30 minute written examination. Major Design Project		

### **Employment / University Opportunities:**

The study of Design and Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.



DRAMA		Unit Value
Board Developed Course		2
Prerequisites: Nil	Exclusions: Nil	
Cost: \$50 (+ additional excursion expenses)		
<b>Course Description:</b> In the Stage 6 Drama course, students will learn performance skills and about the elements of drama. Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.		
<b>Main Topics Covered:</b> <div><div><u>Year 11 Course:</u> The Year 11 Course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. 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.</div><div><u>Year 12 Course:</u> The Year 12 Course content, Australian Drama and Theatre, and Studies in Drama and Theatre involves theoretical study through practical exploration of themes, issues, styles of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance, of between three and six students, involves creating a piece of original theatre of 8 to 12 minutes duration. It provides an opportunity for each student to demonstrate their performance skills and collaborate with other students throughout the process. 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.</div></div>		
<b>Particular Course Requirements:</b> Students must satisfactorily complete all course, assessment and examination requirements, including acting in front of an audience.		
<b>External Assessment:</b> HSC examination – 1 hour and 30 minutes Group Performance Individual Project		

### Employment / University Opportunities:

Actor/performer, Audio technician, Cinematographer, Content Creator, Director, Events management, Lighting Designer, Podcaster, Theatre and event producer, Stage manager, Video editor.

Furthermore, skills gained while studying drama are valued by all types of employers. These include: communication, professionalism, confidence, creative and critical thinking, teamwork and collaboration, time management and organisational skills, self-awareness, self-discipline, as well as the ability to cope with criticism and learn from it.

EARTH AND ENVIRONMENTAL SCIENCE		Unit Value		
Board Developed Course		2		
<b>Prerequisites:</b> Satisfactory completion of Stage 5 Science	<b>Exclusions:</b> Maximum of 6 units of Science			
<b>Cost:</b> \$35 (+ additional excursion and fieldtrip expenses)				
<b>Course Description:</b> This course explores the Earth’s renewable and non-renewable resources and also environmental issues. An understanding of the Earth’s resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth’s features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes. Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments. The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course</u> - Earth’s Resources - Plate Tectonics - Energy transformations - Human Impacts</td><td><u>Year 12 Course:</u> - Earth’s Processes - Hazards - Climate Science - Resource Management</td></tr></table>			<u>Year 11 Course</u> - Earth’s Resources - Plate Tectonics - Energy transformations - Human Impacts	<u>Year 12 Course:</u> - Earth’s Processes - Hazards - Climate Science - Resource Management
<u>Year 11 Course</u> - Earth’s Resources - Plate Tectonics - Energy transformations - Human Impacts	<u>Year 12 Course:</u> - Earth’s Processes - Hazards - Climate Science - Resource Management			
<b>Particular Course Requirements:</b> Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies (15 hours). Practical investigations include: ● undertaking laboratory experiments, including the use of appropriate digital technologies ● fieldwork. Secondary-sourced investigations include: ● locating and accessing a wide range of secondary data and/or information ● using and reorganising secondary data and/or information. One fieldwork exercise must be completed in both Year 11 and Year 12. One 2-3 night camp/field trip is undertaken in Year 11 or Year 12. A minimum C grade for Stage 5 Science is recommended as well as strong literacy skills.				
<b>External Assessment:</b> HSC Examination – 3 hour examination				

### Employment / University Opportunities:

Environmental Science is an expanding career field, with opportunities in both government (EPA, CSIRO, Land & Water Conservation, Agriculture, National Parks & Wildlife Service) and private sectors (mining, construction, development and tourism).

ECONOMICS		Unit Value														
Board Developed Course		2														
Prerequisites: Nil	Exclusions: Nil															
Cost: Nil (excursions as they arise)																
<b>Course Description:</b>  In Economics, students learn to appreciate how financial flows, market operations, government and industry decisions shape the world around us. The course will look at economic theory through to the practical application to current issues in the Australian economy as well as economic problems in the global economy.  A high level of contemporary economic appreciation is essential for success in this course and students seeking top results will need to investigate and interrogate current media and government reports.  Economic concepts also relate to content covered in Business Studies, Legal Studies, and Geography and so is a useful complement to these subjects. The focus on written work also complements work in English and History.  The literacy and analytical/mathematical demands of this course are high compared to other Social Sciences courses. It is well suited to students who will work hard in class, ask questions and engage in regular revision to ensure they are up to date with coursework. Students who have a good ability to integrate data and statistics into written analysis will have an advantage in this course.  For more detailed information, students are encouraged to review the <a href="#">NESA Economics Stage 6 Syllabus</a> or discuss the course with any Commerce teacher.																
<b>Main Topics Covered:</b>  <table><tr><td><u>Year 11 Course:</u></td><td><u>Year 12 Course:</u></td></tr><tr><td>- Introduction to Economics</td><td>- The Global Economy</td></tr><tr><td>- Consumers and Business</td><td>- Australia’s Place in the Global Economy</td></tr><tr><td>- Markets</td><td>- Economic Issues</td></tr><tr><td>- Labour Markets</td><td>- Economic Policies and Management</td></tr><tr><td>- Financial Markets</td><td></td></tr><tr><td>- Government in the Economy</td><td></td></tr></table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Introduction to Economics	- The Global Economy	- Consumers and Business	- Australia’s Place in the Global Economy	- Markets	- Economic Issues	- Labour Markets	- Economic Policies and Management	- Financial Markets		- Government in the Economy	
<u>Year 11 Course:</u>	<u>Year 12 Course:</u>															
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- Consumers and Business	- Australia’s Place in the Global Economy															
- Markets	- Economic Issues															
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- Financial Markets																
- Government in the Economy																
<b>Particular Course Requirements:</b> It is recommended that students who select Economics have strong literacy and analytical skills. A minimum B grade for Stage 5 English and Mathematics is recommended.																
<b>External Assessment:</b> HSC Examination – 3 hour examination.																

### Employment / University Opportunities:

Interest and enthusiasm in Economics will contribute to maximising an ATAR result and will also provide the basis for continuing the study of Economics, Business, Government Policy, Commerce, or Law at university. Furthermore, students wishing to work in financial regulation, global politics or diplomacy will find the grounding in economic theory essential to tertiary success.

ENGINEERING STUDIES		Unit Value
Board Developed Course		2
Prerequisites: Nil	Exclusions: Nil	
Cost: \$20 per year		
<b>Course Description:</b>  Both Year 11 and HSC courses offer student’ 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.		
<b>Main Topics Covered:</b>  <div><div><u>Year 11 Course:</u> Students undertake the study and develop an engineering report for each 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 Medical Engineering</div><div><u>Year 12 Course:</u> Students undertake the study and develop an engineering report for each 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</div></div>		
<b>Particular Course Requirements:</b> Engineering Report  <u>Year 11 Course</u> Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.  <u>HSC Course</u> Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules. One engineering report from the Year 11 course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.		
<b>External Assessment:</b> HSC- 3 hour written examination.		

### Employment / University Opportunities:

Students undertaking Engineering Studies Stage 6 will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study.

<b>ENGLISH: ADVANCED</b>		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Students should have a <b>minimum of 80% and be ranked in the top 75 of the Stage 5 Year 10 English course</b> and will need to have <b>previously demonstrated the ability</b> , necessary skills and application to cope with the demands of this course through their exam results, classwork and rank. The English Faculty actively supports and guides each student into the course that is most appropriate for their ability, literacy skills and application.		<b>Exclusions:</b> English Standard; English EAL/D; English Studies.
<b>Cost:</b> Nil		
<b>Course Description:</b> English Advanced 11–12 provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skillful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and reflect on their own processes of responding, composing and learning.		
<b>What students learn</b> <ul style="list-style-type: none"> <li>Through the study of English Advanced 11–12, students:</li> <li>use clear written and verbal communication skills for a range of purposes and audiences</li> <li>seek and evaluate information and arguments to inform their understanding of ideas</li> <li>make inferences about the intention and meaning of language based on context</li> <li>confidently express personal experiences and opinions and develop knowledge and skills as independent learners.</li> </ul>		
<b>Main Topics Covered:</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>Year 11 Course:</u>  The course has three Modules:  Reading to Write: Transition to Senior English.  Narratives that Shape our World;  Critical Study of Literature. </div> <div style="width: 45%;"> <u>Year 12 Course:</u>  The course has four Modules:  Texts and Human Experiences.  Textual Conversations;  Critical Study of Literature;  The Craft of Writing.  All four Modules are mandatory. </div> </div>		
<b>Course Requirements:</b>  <b>Year 11 students are required to study:</b> <ul style="list-style-type: none"> <li>There are no prescribed texts for Year 11.</li> </ul> <b>Year 12 students are required to study:</b> <ul style="list-style-type: none"> <li>Students are required to closely study 4 prescribed texts, with at least ONE drawn from each of the following categories:</li> <li>prose fiction</li> <li>poetry</li> <li>drama OR nonfiction OR film OR media.</li> <li>At least ONE of the texts selected must be authored by Shakespeare.</li> </ul>		
<b>External Assessment:</b> HSC – 2 written examinations.		

ENGLISH: STANDARD		Unit Value
Board Developed Course		2
<p><b>Prerequisites:</b> Nil</p> <p>The English Faculty actively supports and guides each student into the course that is most appropriate for their ability, literacy skills and application.</p>		
<p><b>Exclusions:</b> English Advanced; English Extension, English EAL/D; English Studies.</p>		
<b>Cost:</b> Nil		
<p><b>Course Description:</b></p> <p>English Standard 11–12 provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.</p> <ul style="list-style-type: none"> <li>• <b>What students learn</b></li> <li>• Through the study of English Standard 11–12, students:</li> <li>• develop clear communication skills for a range of purposes and audiences</li> <li>• find information and perspectives to develop their understanding of ideas</li> <li>• learn to make assumptions about the purpose and meaning of language based on context</li> <li>• express personal experiences and opinions and reflect on skills as independent learners.</li> </ul>		
<p><b>Main Topics Covered:</b></p> <div> <div> <p><u>Year 11 Course:</u></p> <p>The course has three Modules:</p> <p>Reading to Write: Transition to Senior English.</p> <p>Contemporary Possibilities;</p> <p>Close Study of Literature.</p> </div> <div> <p><u>Year 12 Course:</u></p> <p>The HSC course has four Modules:</p> <p>Texts and Human Experiences;</p> <p>Language, Identity and Culture;</p> <p>Close Study of Literature:</p> <p>The Craft of Writing.</p> <p><i>All four Modules are mandatory.</i></p> </div> </div>		
<p><b>Text requirements</b></p> <p><b>Year 11 students are required to study:</b></p> <p>There are no prescribed texts for Year 11.</p> <p>Students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include the study of film.</p> <p>Students are required to study ONE substantial literary print text in Close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.</p> <p><b>Year 12 students are required to study:</b></p> <p>Students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• prose fiction</li> <li>• poetry</li> <li>• drama OR film OR media OR nonfiction.</li> </ul>		
<p><b>External Assessment:</b></p> <p>HSC – 2 written examinations.</p>		

ENGLISH: EAL/D (ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT)		Unit Value		
Board Developed Course		2		
<b>Prerequisites:</b> The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. <b>Eligibility rules apply and an Eligibility form must be completed and provided to the Head of English.</b>	<b>Exclusions:</b> English Advanced; English Standard; English Studies; Extension English			
<b>Cost:</b> Nil				
<b>Course Description:</b> English EAL/D 11–12 provides students the opportunity to develop and consolidate their use, understanding and appreciation of Standard Australian English. Students engage in rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.				
<b>What students learn</b> <ul style="list-style-type: none"><li>• Through the study of English EAL/D 11–12, students:</li><li>• develop clear communication skills for a range of purposes and audiences</li><li>• understand and evaluate information and arguments to inform their understanding of ideas</li><li>• make informed assumptions about the purpose and meaning of language based on context and culture</li><li>• express personal experiences and opinions and develop knowledge and skills as independent learners.</li></ul>				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course:</u> The course has three Modules: Reading to write: Transition to English EAL/D Texts and Society Close Study of Text</td><td><u>Year 12 Course:</u> Students study four Modules: Texts and Human Experiences Language, Identity and Culture Close Study of Text Writing</td></tr></table>			<u>Year 11 Course:</u> The course has three Modules: Reading to write: Transition to English EAL/D Texts and Society Close Study of Text	<u>Year 12 Course:</u> Students study four Modules: Texts and Human Experiences Language, Identity and Culture Close Study of Text Writing
<u>Year 11 Course:</u> The course has three Modules: Reading to write: Transition to English EAL/D Texts and Society Close Study of Text	<u>Year 12 Course:</u> Students study four Modules: Texts and Human Experiences Language, Identity and Culture Close Study of Text Writing			
<b>Course Requirements:</b> <b>Year 11 students are required to:</b> <ul style="list-style-type: none"><li>• complete the Year 11 course as a prerequisite</li><li>• complete 120 indicative hours</li><li>• complete Texts and human experiences as the first unit of work</li><li>• complete Language, identity and culture; Close study of text; and Writing</li><li>• engage in speaking and listening components in each focus area.</li></ul> <b>Text requirements</b> <ul style="list-style-type: none"><li>• There are no prescribed texts for Year 11.</li><li>• 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.</li></ul> <b>Year 12 students are required to:</b> <ul style="list-style-type: none"><li>• complete the Year 11 course as a prerequisite</li><li>• complete 120 indicative hours</li><li>• complete Texts and human experiences as the first unit of work</li><li>• complete Language, identity and culture; Close study of text; and Writing</li><li>• engage in speaking and listening components in each focus area.</li></ul>				
<b>External Assessment:</b> HSC – 2 written examinations AND 1 listening examination.				

ENGLISH: EXTENSION COURSE 1 (AND 2)	Unit Value				
Board Developed Course	1 (or the possibility of 2 in Year 12)				
<p><b>Prerequisites:</b> For a student to be eligible to study the Extension 1 English course, they will need to be enrolled in the Advanced English course and should be ranked in the top 40 of the Stage 5 Year 10 English course. In Year 12, for a student to be eligible to study the Extension 2 English course, they will need to be enrolled in the Advanced English course and the Extension 1 English course. They will also need to have demonstrated a strong aptitude for writing in a type of text, researching and be highly organised. Extension 1 Students will be invited to elect Extension 2 English.</p>	<p><b>Exclusions:</b> English Standard; English EAL/D; English Studies.</p>				
<b>Cost:</b> Nil					
<p><b>Course Description:</b></p> <p>English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.</p> <p><b>What students learn</b></p> <p>Through the study of English Extension 1, students:</p> <ul style="list-style-type: none"> <li>• learn to use clear written and verbal communication for a range of purposes and audiences</li> <li>• interpret and evaluate information and arguments for clarity, precision and effectiveness</li> <li>• make inferences about intention and meaning of language based on contextual clues</li> <li>• explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.</li> </ul>					
<p><b>Extension 1 Course Overview:</b></p> <table border="0"> <tr> <td data-bbox="65 1238 718 1529"> <p><u>Year 11 Course:</u></p> <p>The course has two Modules:</p> <p><b>Texts, Culture and value</b></p> <p><b>Related research project</b></p> <ul style="list-style-type: none"> <li>• complete 60 indicative hours</li> <li>• undertake the study of Texts, culture and value</li> <li>• undertake the Related research project.</li> </ul> </td><td data-bbox="718 1238 1450 1529"> <p><u>Year 12 Course:</u></p> <p>This course has one module that contains an elective option:</p> <p><b>Literary Worlds</b></p> <ul style="list-style-type: none"> <li>• complete the English Extension Year 11 course as a prerequisite</li> <li>• complete 60 indicative hours</li> <li>• undertake the study of ONE elective option.</li> </ul> </td></tr> <tr> <td data-bbox="65 1574 718 1776"> <p><b>Text requirements</b></p> <p>Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts. Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their Related research project.</p> </td><td data-bbox="718 1574 1450 1776"> <p><b>Text requirements</b></p> <p>Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry. Students are also required to study ONE related text for the elective.</p> </td></tr> </table>		<p><u>Year 11 Course:</u></p> <p>The course has two Modules:</p> <p><b>Texts, Culture and value</b></p> <p><b>Related research project</b></p> <ul style="list-style-type: none"> <li>• complete 60 indicative hours</li> <li>• undertake the study of Texts, culture and value</li> <li>• undertake the Related research project.</li> </ul>	<p><u>Year 12 Course:</u></p> <p>This course has one module that contains an elective option:</p> <p><b>Literary Worlds</b></p> <ul style="list-style-type: none"> <li>• complete the English Extension Year 11 course as a prerequisite</li> <li>• complete 60 indicative hours</li> <li>• undertake the study of ONE elective option.</li> </ul>	<p><b>Text requirements</b></p> <p>Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts. Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their Related research project.</p>	<p><b>Text requirements</b></p> <p>Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry. Students are also required to study ONE related text for the elective.</p>
<p><u>Year 11 Course:</u></p> <p>The course has two Modules:</p> <p><b>Texts, Culture and value</b></p> <p><b>Related research project</b></p> <ul style="list-style-type: none"> <li>• complete 60 indicative hours</li> <li>• undertake the study of Texts, culture and value</li> <li>• undertake the Related research project.</li> </ul>	<p><u>Year 12 Course:</u></p> <p>This course has one module that contains an elective option:</p> <p><b>Literary Worlds</b></p> <ul style="list-style-type: none"> <li>• complete the English Extension Year 11 course as a prerequisite</li> <li>• complete 60 indicative hours</li> <li>• undertake the study of ONE elective option.</li> </ul>				
<p><b>Text requirements</b></p> <p>Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts. Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their Related research project.</p>	<p><b>Text requirements</b></p> <p>Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry. Students are also required to study ONE related text for the elective.</p>				



## **English Extension 2 Course Overview:**

### Year 12 Course

#### **Author and Authority**

#### **Major Work**

#### **Year 12 English Extension 2 students are required to:**

- be undertaking study of the English Extension 1 Year 12 course
- complete 60 indicative hours
- undertake Author and authority concurrently, including ONE author study
- complete a Major work
- document coursework in a Major work journal.

#### **Text requirements**

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.

#### **External Assessment:**

Extension English 1 HSC – 1 Online written examination.

Extension English 2 – 1 Online written exam and 1 Major Work which is externally assessed.

ENGLISH: ENGLISH STUDIES		Unit Value		
Board Developed Course		2		
<b>Course Entry Guidelines:</b> In English Studies, students can sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses. Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA. To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and a further 8 units of Category A courses in their pattern of study. The English Faculty actively supports and guides each student into the course that is most appropriate for their ability, literacy skills and application.		<b>Exclusions:</b> English Advanced, English Standard; English EAL/D; Extension English		
<b>Cost:</b> Nil				
<b>Course Description:</b> English Studies 11–12 provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes. <b>What students learn</b> <b>Through the study of English Studies 11–12, students:</b> <ul style="list-style-type: none"><li>develop and use communication skills for a range of purposes and audiences</li><li>find information and perspectives that will inform their understanding of ideas</li><li>make inferences about the meaning of language based on context</li><li>express personal experiences and opinions and develop skills as independent learners.</li></ul> <b>For the English Studies Year 11 course, students are required to:</b> <ul style="list-style-type: none"><li>complete 120 indicative hours</li><li>complete Reading to write: Transition to English Studies as the first unit of work</li><li>complete an additional 2–3 elective focus areas.</li></ul>				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course:</u> Students study 3-4 Modules: Mandatory module: Reading to Write: Transition to English Studies Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</td><td><u>Year 12 Course:</u> Students study 3-4 Modules: Mandatory module: Narrative and Human Experiences Mandatory module: Writing for Purpose Students study 2–4 Elective focus areas (selected based on their needs and interests). Students may also study an optional teacher-developed module.</td></tr></table>			<u>Year 11 Course:</u> Students study 3-4 Modules: Mandatory module: Reading to Write: Transition to English Studies Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.	<u>Year 12 Course:</u> Students study 3-4 Modules: Mandatory module: Narrative and Human Experiences Mandatory module: Writing for Purpose Students study 2–4 Elective focus areas (selected based on their needs and interests). Students may also study an optional teacher-developed module.
<u>Year 11 Course:</u> Students study 3-4 Modules: Mandatory module: Reading to Write: Transition to English Studies Students study 2–4 additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.	<u>Year 12 Course:</u> Students study 3-4 Modules: Mandatory module: Narrative and Human Experiences Mandatory module: Writing for Purpose Students study 2–4 Elective focus areas (selected based on their needs and interests). Students may also study an optional teacher-developed module.			
There is no compulsory HSC external examination in English Studies 11–12. Students may choose to sit for an optional HSC examination. To get an ATAR with English Studies in NSW, students need to complete at least 10 units of HSC courses, including 2 units of English and a minimum of 8 units from Category A courses. English Studies is a Category B course, and only 2 units of Category B courses can be included in the ATAR calculation.				

**Particular Course Requirements:**

In Year 11, students study the mandatory module: Reading to Write: Transition to English Studies. Students study texts that are personally engaging and relevant to the world around them or everyday texts used to access information and engage in post-school activities. In addition, students study two to four additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed Module.

In Year 12, the Common Content consists of one module *Narratives and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students study ONE text from the prescribed text list. Students analyse and explore texts and apply skills in synthesis. Students develop their writing skills in *Writing for Purpose* and complete 2-3 elective focus areas selected according to student interests.

**Across Stage 6, the selection of texts should 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 that includes prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

ENTERPRISE COMPUTING		Unit Value		
Board Developed Course		2		
Prerequisites: Nil	Exclusions: Nil			
Cost: \$80 course fee per year				
<b>Course Description:</b> 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. This allows students to effectively use and manage digital tools and technologies in commercial and other settings. Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course:</u><ul style="list-style-type: none"><li>- Principles of cybersecurity, including understanding privacy and security; security awareness; and cyber law and ethics.</li><li>- Interactive media and the user experience, including the ubiquity of interactive media; capturing, storing and integrating data; and creating interactive media systems.</li><li>- Networking systems and social computing, including an introduction to human-centric computing; storage and workflow in enterprise networks; network architecture and infrastructure; and creating a network.</li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- Data science including collecting, storing and analysing data; data quality; and processing and presenting data.</li><li>- Data visualisation including using data to tell a story; interpreting data visualisations, designing for user experience; and creating data visualisations.</li><li>- Intelligent systems including systems and their applications; data and intelligent systems; and creating intelligent systems.</li><li>- Enterprise project</li></ul></td></tr></table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- Principles of cybersecurity, including understanding privacy and security; security awareness; and cyber law and ethics.</li><li>- Interactive media and the user experience, including the ubiquity of interactive media; capturing, storing and integrating data; and creating interactive media systems.</li><li>- Networking systems and social computing, including an introduction to human-centric computing; storage and workflow in enterprise networks; network architecture and infrastructure; and creating a network.</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Data science including collecting, storing and analysing data; data quality; and processing and presenting data.</li><li>- Data visualisation including using data to tell a story; interpreting data visualisations, designing for user experience; and creating data visualisations.</li><li>- Intelligent systems including systems and their applications; data and intelligent systems; and creating intelligent systems.</li><li>- Enterprise project</li></ul>
<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- Principles of cybersecurity, including understanding privacy and security; security awareness; and cyber law and ethics.</li><li>- Interactive media and the user experience, including the ubiquity of interactive media; capturing, storing and integrating data; and creating interactive media systems.</li><li>- Networking systems and social computing, including an introduction to human-centric computing; storage and workflow in enterprise networks; network architecture and infrastructure; and creating a network.</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Data science including collecting, storing and analysing data; data quality; and processing and presenting data.</li><li>- Data visualisation including using data to tell a story; interpreting data visualisations, designing for user experience; and creating data visualisations.</li><li>- Intelligent systems including systems and their applications; data and intelligent systems; and creating intelligent systems.</li><li>- Enterprise project</li></ul>			
<b>Particular Course Requirements:</b> Students will need good mathematical, literacy, and analytical skills. It is recommended that students are also studying (at minimum) English Standard and Mathematics Standard. It will complement some of the content and skills taught in Business Studies and Legal Studies.				
<b>External Assessment:</b> The HSC examination will be 2 hours and 30 minutes undertaken using a computer.				

### Employment / University Opportunities:

Enterprise Computing prepares students for further study at University or TAFE in areas such as: business, cybersecurity, data analytics, information technology, information systems, networking and security, project management, etc.

<b>FOOD TECHNOLOGY</b>	Unit Value										
Board Developed Course	2										
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil										
<b>Cost:</b> \$100 course fee per year (for ingredients)											
<p><b>Course Description:</b></p> <p>This course investigates the knowledge and activities relating to meeting food needs and wants across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Preliminary and HSC courses.</p> <p>Food Technology provides students with a broad knowledge of food, including the factors that influence food availability and selection, the role of nutrition in contributing to the health of individuals and society, and the structure of the Australian food industry.</p> <p>Contemporary nutrition issues are raised and investigated, enabling students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.</p> <p>Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. With the knowledge, skills and attitudes gained through the study of this course, students will have the potential to contribute positively to their own future and to the social, economic and ecological future of Australia.</p> <p>This is a <b>practical</b> “hands on” course for all students. Students will experiment with and prepare food each week as well as design, implement and evaluate solutions to a range of food situations.</p>											
<p><b>Main Topics Covered:</b></p> <table> <tr> <td><u>Year 11 Course:</u></td><td><u>Year 12 Course:</u></td></tr> <tr> <td>- Food Availability and Selection (30%)</td><td>- The Australian Food Industry (25%)</td></tr> <tr> <td>- Food Quality (40%)</td><td>- Food Manufacture (25%)</td></tr> <tr> <td>- Nutrition (30%)</td><td>- Food Product Development (25%)</td></tr> <tr> <td></td><td>- Contemporary Nutrition Issues (25%)</td></tr> </table>		<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Food Availability and Selection (30%)	- The Australian Food Industry (25%)	- Food Quality (40%)	- Food Manufacture (25%)	- Nutrition (30%)	- Food Product Development (25%)		- Contemporary Nutrition Issues (25%)
<u>Year 11 Course:</u>	<u>Year 12 Course:</u>										
- Food Availability and Selection (30%)	- The Australian Food Industry (25%)										
- Food Quality (40%)	- Food Manufacture (25%)										
- Nutrition (30%)	- Food Product Development (25%)										
	- Contemporary Nutrition Issues (25%)										
<p><b>Particular Course Requirements:</b></p> <p>Students should possess an interest in the preparation and consumption of food, and in learning about food issues, food biology and nutrition.</p>											
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hour examination.</p>											

### Employment / University Opportunities:

The study of Food Technology Stage 6 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 Food Technology Stage 6 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.

FRENCH BEGINNERS		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Students who wish to begin their study of French at senior secondary level and do not have prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. <i>Strict eligibility rules apply to the study of this subject</i>		<b>Exclusions:</b> French Continuers
<b>Cost:</b> \$22 for workbook		
<b>Course Description:</b>		
French Beginners provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u>  Family life, home and neighbourhood People, places and communities Education and work Friends, recreation and pastimes Holidays, travel and tourism Future plans and aspirations	<u>Year 12 Course:</u>  Family life, home and neighbourhood People, places and communities Education and work Friends, recreation and pastimes Holidays, travel and tourism Future plans and aspirations	
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b>  HSC Examination – two hour 40 minute written examination. A five minute oral examination.		

### Employment / University Opportunities:

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

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games. This language features strongly in international conferences and is used by many overseas aid organisations.

For more than 200 years, Australia has had strong connections with France. In today's world, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.

FRENCH CONTINUERS		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> 200-300 hours study of the language or equivalent	<b>Exclusions:</b> French Continuers	
<b>Cost:</b> \$75 for combined textbook / workbook		
<b>Course Description:</b>		
French Continuers course provides opportunities for students to develop their skills and knowledge of French. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of French-speaking communities through the study of a range of texts.		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u>  Personal Identity Relationships School life and Aspirations Leisure and Interests	<u>Year 12 Course:</u>  Daily Life/Lifestyles Arts and Entertainment Travel and Tourism The World of Work Current Issues The Young Person’s World	
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b>		
HSC Examination – two hour 50 minute written examination. A ten minute oral examination.		

### Employment / University Opportunities:

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

French has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations Organisation, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games. This language features strongly in international conferences and is used by many overseas aid organisations.

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GEOGRAPHY		Unit Value		
Board Developed Course		2		
Prerequisites: Nil	Exclusions: Nil			
<b>Cost:</b> Excursions: Mandatory Fieldwork Component in both Year 11 and Year 12.				
<b>Course Description:</b> Questioning the world around you is the cornerstone of geographical inquiry and underpins success in HSC Geography. Students are encouraged to explore contemporary issues in human geography through research and practical field work. By encouraging hands on learning, students in Geography don't revise the textbook – they remember their experiences! The HSC Geography course is a more contemporary and less rigid course than what many experienced in junior Geography, although some key areas, including ecosystems and global biodiversity and rural and urban development are developed throughout Years 11 and 12. Students who have enjoyed junior Science and/or Geography will enjoy the HSC Geography course.  Geography course content also relates to content covered in Business Studies, Economics, Society & Culture, Legal Studies, Biology, Chemistry and Earth & Environmental Science and so it is a useful complement to these subjects.  The course is a good option for students who favour maths and sciences as an additional course to make up their unit total. 15 marks in the HSC examination are for the direct application of geographic skills (eg: gradient, bearing etc). A comparatively low state cohort means that students who perform highly, are at a considerable advantage.  The literacy and analytical demands of this course are comparable to other Social Sciences courses. It is well suited to students who learn best through experience, use a glossary to learn new terms and have an interest in how the world is changing.				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course:</u><ul style="list-style-type: none"><li>- Earth's natural systems</li><li>- People, patterns and processes</li><li>- Human-environment Interactions</li><li>- Geographical investigation</li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- Global sustainability</li><li>- Rural and urban places</li><li>- Ecosystems and global biodiversity</li></ul></td></tr></table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- Earth's natural systems</li><li>- People, patterns and processes</li><li>- Human-environment Interactions</li><li>- Geographical investigation</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Global sustainability</li><li>- Rural and urban places</li><li>- Ecosystems and global biodiversity</li></ul>
<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- Earth's natural systems</li><li>- People, patterns and processes</li><li>- Human-environment Interactions</li><li>- Geographical investigation</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Global sustainability</li><li>- Rural and urban places</li><li>- Ecosystems and global biodiversity</li></ul>			
<b>Particular Course Requirements:</b> A minimum of 12 hours of field work is required in both Years 11 and 12. Students are required to complete a research project of their own choosing in Year 11. It is recommended that students who select Geography have good literacy and analytical skills. A minimum C grade for Stage 5 English and Mathematics is recommended.				
<b>External Assessment:</b> HSC Examination – 3 hour written examination.				

### Employment / University Opportunities:

Attainment in Geography will contribute to maximising an ATAR result and will also provide the foundation for continuing study and employment in key employment sectors including urban planning, spatial technologies, tourism, demography and public policy.



HEALTH AND MOVEMENT SCIENCE		Unit Value		
Board Developed Course		2		
Prerequisites: Nil	Exclusions: Nil			
Cost: Nil				
<b>Course Description:</b> The Health and Movement Science 11–12 Syllabus is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11.  The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions ‘Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.’				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course:</u><ul style="list-style-type: none"><li>- Health for individuals and communities (30%)</li><li>- The body and mind in motion (30%)</li><li>- Collaborative Investigation (20%)</li><li>- Depth Studies (20%)</li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- Health in an Australian and global context (40%)</li><li>- Training for improved performance (40%)</li><li>- Depth Studies (20%)</li></ul></td></tr></table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- Health for individuals and communities (30%)</li><li>- The body and mind in motion (30%)</li><li>- Collaborative Investigation (20%)</li><li>- Depth Studies (20%)</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Health in an Australian and global context (40%)</li><li>- Training for improved performance (40%)</li><li>- Depth Studies (20%)</li></ul>
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Particular Course Requirements: Nil				
<b>External Assessment:</b> HSC Examination – 3 hours				

### Employment / University Opportunities:

There are a multitude of employment opportunities that fall within the realm of health and physical education including but not limited to; health sciences (physiotherapy/occupational therapy), physical education, health promotion, sport medicine/administration and health care work.

HISTORY EXTENSION		Unit Value
Board Developed Course: <b>Year 12 ONLY</b>		1
<b>Prerequisites:</b> Students must study either Ancient or Modern History in Year 11 & 12 to be able to study History Extension.	<b>Exclusions:</b> Nil	
<b>Cost:</b> Nil		
<b>Course Description:</b> History Extension enables students to build on the Ancient and/or Modern History courses, developing a deeper understanding of how historians work and how history is constructed. The primary goal is to reflect on the nature of history, understand changing approaches and interpretations over time, and foster critical inquiry into historical debates. This course offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.  History Extension focuses on historiography—the study of how history is written and interpreted. The course explores key questions about the nature and purpose of history, the role of historians, and how historical narratives change over time. Students engage with various historical texts, conduct a detailed case study, and complete a major research project. This course is essential for students who wish to critically examine historical methodologies and develop advanced research skills.		
<b>Topics covered may include:</b> <b>Constructing History – Key Questions:</b> History Extension is guided by four 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? <b>- Constructing History - Case Studies:</b> Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study. This allows for an in-depth exploration of a specific historical figure, event, or issue, such as Queen Elizabeth I, examining historiographical debates and methodologies. This includes looking at her gender and identity, political administration and religious policies through the eyes of different historians. How has time and the purpose of history changed the perspectives of her and her reign? <b>- History Project:</b> Student choice Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.		
<b>Particular Course Requirements:</b> Students must study either Ancient or Modern History in Year 11 & 12 to be able to study History Extension		
<b>External Assessment:</b> HSC – 2 hour examination		

### **Employment / University Opportunities:**

The writing and analysis skills developed in this course are particularly useful to students intending to study Law, Arts, Archaeology, Education, Business management/marketing or any media related courses. History Extension also provides a valuable foundation for a range of courses at university and other tertiary institutions. All courses at university require a high degree of communication skills and Ancient History provides an ideal foundation for this. Other career links include: journalism, Psychology, Sociology, Human Resources, public relations, politics, foreign affairs officer, conservator, anthropologist, research officer, secondary teacher, museum curator, library work or any field where employers want applicants with a sound general knowledge who can think critically and flexibly and communicate effectively.

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES		Unit Value
Board Developed Course		2
Prerequisites: Nil	Exclusions: Other Industrial Technologies	
Cost: \$100		
<b>Course Description:</b>  Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the Timber Products and Furniture Industries. Students will also study the industrial processes and practices applied in this industry.		
<b>Main Topics Covered:</b>  <div><div><u>Year 11 Course:</u> The following sections are taught in relation to the relevant focus area:<ul style="list-style-type: none"><li>- Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety</li><li>- Design and Management and communication – designing, drawing, computer applications, project management, literacy, calculations, graphics</li><li>- Production – display a range of through the construction of a major project</li><li>- Industry Related Manufacturing Technology – understanding a range of materials, processes, tools and equipment, machinery and technologies</li></ul></div><div><u>Year 12 Course:</u> The following sections are taught in relation to the Timber Products and Furniture Industries through the development of a Major Project and a study of the relevant industry:<ul style="list-style-type: none"><li>- Industry Study</li><li>- Design, Management and communication</li><li>- Production</li><li>- Industry related manufacturing technology</li></ul></div></div>		
<b>Particular Course Requirements:</b> 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.		
<b>External Assessment:</b> HSC Examination – 90 minute written paper. Major Project.		

### Employment Opportunities:

The study of Industrial Technology Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

INDUSTRIAL TECHNOLOGY: MULTIMEDIA TECHNOLOGIES		Unit Value		
Board Developed Course		2		
Prerequisites: Nil	Exclusions: Other Industrial Technology courses			
Cost: \$80 course fee per year (plus the cost of Major Project & Documentation production)				
<b>Course Description:</b>  This course is for students who wish to develop skills in a range of multimedia products and have an interest in working in fields such as graphic design, TV, film, advertising, or computer game industry. The skills learned in this course are highly portable to other industries such as Architecture, Marketing and Small Business Management. This course encourages the original and innovative use of industry-standard multimedia products.  This course will enable students to acquire knowledge and develop skills that are important for people entering multimedia courses and for others who wish to explore this creative field. It offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.  It is a practical “hands on” course for <u>all students</u> . Students will work on a range of practical activities and projects in the Year 11 Course and will undertake a Major Project and Industry Study for their HSC. Students gain experience with a wide range of creative tools including many from the Adobe Creative Cloud suite: Photoshop, InDesign, Illustrator, Animate, Premiere Pro and After Effects, and other industry standard software including Sonar Professional and Blender. Students also have the opportunity to explore other approved software for their independent project work.				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course:</u><ul style="list-style-type: none"><li>- Practical applications in graphics, animation, video and audio</li><li>- Theory relating to text, graphics, animation, audio and video</li><li>- Social ethical issues</li><li>- Industry study: a case study of a small multimedia business</li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- Production of major work</li><li>- Portfolio development</li><li>- Theory relating to text, graphics, animation, audio and video</li><li>- Social ethical issues</li><li>- Industry study: a firsthand study of a multimedia business</li></ul></td></tr></table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- Practical applications in graphics, animation, video and audio</li><li>- Theory relating to text, graphics, animation, audio and video</li><li>- Social ethical issues</li><li>- Industry study: a case study of a small multimedia business</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Production of major work</li><li>- Portfolio development</li><li>- Theory relating to text, graphics, animation, audio and video</li><li>- Social ethical issues</li><li>- Industry study: a firsthand study of a multimedia business</li></ul>
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<b>Particular Course Requirements:</b> Students need a high degree of motivation to manage the demands of an individual Major Design Project and the ability to create in a written Design Folio (5000 word minimum) for HSC assessment.				
<b>External Assessment:</b> 60 marks – the Major Design Project, which is practical in nature and is a product. A management folio documenting the design process, development and project evaluation must accompany the project. This is externally marked. 40 marks – a written exam paper of one and a half hours covering content from all sections.				

### Employment Opportunities:

Further university and TAFE study, such as media arts, marketing, industrial design, game design, visual communication, 3D animation, graphic design, engineering design, interactive digital media, film making. Some careers directly relate to digital media, communication and IT. These are: advertising, user interactivity (UI) and user experience (UX), online and mobile development, sound design and production.

JAPANESE: BEGINNERS		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Students who wish to begin their study of Japanese at senior secondary level and do not have prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5. <i>Strict eligibility rules apply to the study of this subject</i>		<b>Exclusions:</b> Japanese Continuers, Japanese in Context, Japanese and Literature
<b>Cost Yr 11:</b> \$73	<b>Cost Yr 12:</b> \$37	
<b>Course Description:</b>		
Japanese Beginners course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>Family life, home and neighbourhood</li><li>Friends, recreation and pastimes</li><li>People, places and communities</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>Education and work</li><li>Friends, recreation and pastimes</li><li>Holidays, travel and tourism</li><li>Future plans and aspirations</li></ul>	
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b> HSC examination – a two hour and 40 minute written examination, including listening, reading and writing skills. A five minute oral examination.		

### Employment / University Opportunities:

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

JAPANESE: CONTINUERS		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> This is a follow-on course for students who have studied Japanese in Years 9-10 or who have previous knowledge of the language. <i>Strict eligibility rules apply to the study of this subject.</i>		<b>Exclusions:</b> Japanese Beginners, Japanese in Context, Japanese and Literature
<b>Cost:</b> \$79 (Year 11), \$79 (Year 12)		
<b>Course Description:</b>  Japanese Continuers course provides opportunities for students to develop their skills and knowledge of Japanese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u> <ul style="list-style-type: none"> <li>• Personal world</li> <li>• Daily Life</li> <li>• Leisure</li> </ul>		<u>Year 12 Course:</u> <ul style="list-style-type: none"> <li>• Travelling in Japan</li> <li>• Living in Japan</li> <li>• Cultural life</li> <li>• The world of work</li> <li>• Current issues</li> </ul>
<b>Particular Course Requirements:</b> Nil		
<b>External Assessment:</b> HSC examination – a three-hour written examination, including listening, reading and writing skills. A ten-minute oral examination.		

### Employment / University Opportunities:

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

LEGAL STUDIES		Unit Value		
Board Developed Course		2		
Prerequisites: Nil	Exclusions: Nil			
Cost: Nil (excursions as they arise)				
<b>Course Description:</b> Legal Studies is a subject that fosters an appreciation of the role law plays in society in Australia and around the world. While advantageous, students are not required to have studied Commerce in Years 9-10.  By reviewing laws, cases and media articles students are required to examine how our society is regulated with a view to analysing what else could be done to make things better. Students also examine key institutions of the law in Australia – parliament, the courts and other quasi-legal organisations; as well as the international framework for cooperation between nation states and the concept of human rights.  Legal Studies concepts also relate to content covered in Modern History, Economics and Business Studies; and so is a useful complement to these subjects.  Students are required to understand a legal issue from a range of perspectives and to formulate their own perspective on the best legal response. The course, in turn, requires students to quickly build factual knowledge and then apply a framework to evaluate. Top students are required to integrate significant and varied legal details to their responses and so students who utilise the news to stay informed will have an advantage in this course.  For more detailed information, students are encouraged to review the <a href="#">NESA Legal Studies Syllabus</a>				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course:</u><ul style="list-style-type: none"><li>- The Legal System</li><li>- The Individual and the Law</li><li>- Law in Practice</li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- Crime (Core)</li><li>- Human Rights (Core)</li><li>- Consumers</li><li>- Family Law</li></ul></td></tr></table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- The Legal System</li><li>- The Individual and the Law</li><li>- Law in Practice</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Crime (Core)</li><li>- Human Rights (Core)</li><li>- Consumers</li><li>- Family Law</li></ul>
<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- The Legal System</li><li>- The Individual and the Law</li><li>- Law in Practice</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Crime (Core)</li><li>- Human Rights (Core)</li><li>- Consumers</li><li>- Family Law</li></ul>			
<b>Particular Course Requirements:</b> It is recommended that students who select Legal Studies have strong literacy skills. A minimum B grade for Stage 5 English is recommended.				
<b>External Assessment:</b> HSC examination – a 3 hour written paper.				

### Employment / University Opportunities:

An interest and enthusiasm in Legal Studies will contribute to maximising an ATAR result and will also provide the basis for continuing the study of Law, Business, Commerce, Marketing or Economics at university.

The skills required in legal analysis are highly transferable and adaptable to all tertiary study or for those seeking employment immediately after Year 12.

MATHEMATICS: STANDARD		Unit Value
Board Developed Course <b>Year 11</b>		2
<b>Prerequisites:</b> The Mathematics Standard course is for students who have a sound understanding of mathematical concepts in the core of Stage 5 Mathematics. While there are no strict prerequisites, a solid foundation in basic algebra, measurement, financial mathematics and statistics is essential.	<b>Exclusions:</b> Mathematics Advanced, Mathematics Extension 1	
<b>Cost:</b> Nil		
<b>Course Description:</b> The Mathematics Standard course aims to provide students with fundamental mathematical skills and knowledge that are relevant to everyday life and various career paths. Emphasising real-world applications, this course helps students cultivate practical problem-solving abilities and critical thinking skills. It offers a solid mathematical foundation for those entering the workforce or pursuing further education in tertiary training.  This course can be followed as Mathematics Standard 1 or Mathematics Standard 2 in Year 12 with the following category and descriptions.		
<b>Main Topics Covered:</b> Mathematics Standard outcomes and their related content are organised into 5 areas of study: <ul style="list-style-type: none"><li>• Algebra</li><li>• Financial mathematics</li><li>• Measurement</li><li>• Networks</li><li>• Statistics.</li></ul>		



<b>MATHEMATICS: STANDARD 1</b>	Unit Value
Board Developed Course <b>Year 12 only</b>	2
<b>Prerequisites:</b> The Mathematics Standard 1 course is developed on the assumption that students have completed the Year 11 Standard course.	Exclusions: Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1
<b>Cost:</b> Nil	
<b>Course Description:</b>  In Year 12, Mathematics Standard 1 provides an opportunity for students to continue to master aspects of the Year 11 outcomes and develop their mathematical knowledge and understanding through applications and modelling. This supports students to see the significance of mathematics and have the opportunity to prepare for post-school employment or further training. The HSC examination is optional.	
<b>Main Topics Covered:</b>  <b>Year 12</b>  Mathematics Standard outcomes and their related content are organised into 4 areas of study: <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Financial mathematics</li> <li>• Measurement</li> <li>• Statistics.</li> </ul>	
<b>External Assessment:</b> The HSC examination is optional. The HSC examination will consist of a written paper worth 80 marks. Time allowed: 2 hours plus 10 minutes reading time. A reference sheet including appropriate formulae will be provided.  <a href="#">NESA approved calculators</a>	

MATHEMATICS: STANDARD 2		Unit Value
Board Developed Course <b>Year 12 only</b>		2
<b>Prerequisites:</b> The Mathematics Standard 2 course is developed on the assumption that students have completed the Year 11 Standard course.		<b>Exclusions:</b> Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2, Mathematics Standard 1
<b>Cost:</b> Nil		
<b>Course Description:</b>  Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking through examining more complex content, and through applications and modelling. The Mathematics Standard 2 course offers students the opportunity to prepare for a wide range of educational and employment aspirations. All students studying this course will sit for an HSC Examination.		
<b>Main Topics Covered:</b>  <b>Year 12</b>  Mathematics Standard outcomes and their related content are organised into 5 areas of study: <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Financial mathematics</li> <li>• Measurement</li> <li>• Networks</li> <li>• Statistics.</li> </ul>		
<b>External Assessment:</b> The HSC examination will consist of a written paper worth 100 marks. Time allowed: 2 hours and 30 minutes plus 10 minutes reading time. A reference sheet will be provided.  <a href="#">NESA approved calculators</a>		

MATHEMATICS ADVANCED	Unit Value
Board Developed Course	2
<b>Prerequisites:</b> To study the Mathematics Advanced course, students should have a strong foundation in the Stage 5 Mathematics course. Suitable candidates should have a sound knowledge of algebra, trigonometry, linear and non-linear relationships. Suitable candidates for the course should aim for a minimum of 80% in the Bonus level or 40% in the Challenge level.	<b>Exclusions:</b> Mathematics Standard
<b>Cost:</b> Nil	
<b>Course Description:</b> The Mathematics Advanced course is designed to provide students with a solid foundation in mathematical concepts and skills that are essential for higher-level mathematics and real-world applications. The course emphasises the importance of mathematical reasoning, problem-solving, and the ability to communicate mathematical ideas effectively. The course aims to develop students' critical thinking and analytical skills, preparing them for further studies in Mathematics, Science, Engineering, and related fields. It is suitable for students who have a strong interest in Mathematics and wish to pursue higher education or careers that require advanced mathematical knowledge. The concepts and techniques of differential and integral calculus are the basis of the courses.	
<b>Main Topics Covered:</b> Mathematics Advanced outcomes and their related content are organised into 7 areas of study: <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Sequences and series</li> <li>• Calculus</li> <li>• Exponential and logarithmic functions</li> <li>• Statistical analysis</li> <li>• Financial mathematics</li> </ul> <p>These areas collectively prepare students for advanced mathematical thinking and applications, providing a strong foundation for further studies in Mathematics and related fields.</p>	
<b>External Assessment:</b> The HSC examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 10 minutes reading time. A reference sheet will be provided.  <a href="#">NESA approved calculators</a>	

MATHEMATICS EXTENSION 1	Unit Value
Board Developed Course	1
<p><b>Prerequisites:</b> To study the Mathematics Extension 1 course, students are required to have an excellent foundation in the Stage 5 Mathematics course. Prerequisites include advanced proficiency in of algebra, trigonometry, linear and non-linear relationships. Students must demonstrate a strong aptitude for mathematical reasoning and problem-solving, as well as a genuine passion for Mathematics. This course is specifically designed for those who are determined to excel in advanced mathematical studies and are prepared to engage with complex and challenging problems. Students need to have demonstrated the ability, necessary skills and application to cope with the demands of this course through examination results, classwork and rank. Students need to meet benchmark criteria of 75% and be ranked in the top 70 in the Challenge level. The Mathematics faculty reserves the right to endorse student enrolment in this course based upon the above criteria. Students must demonstrate their ability to achieve success in the first common assessment task in both Mathematics Advanced and Mathematics Extension 1 in Year 11.</p>	<p><b>Exclusions:</b> Mathematics Standard</p>
<p><b>Cost:</b> Nil</p>	
<p><b>Course Description:</b> The Mathematics Extension 1 course focuses on the development of students' mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced course. It is designed for students who seek to deepen their understanding of advanced mathematical concepts beyond the Mathematics Advanced curriculum. Through rigorous study and application, students will engage with complex mathematical ideas, preparing them for further studies in mathematics, science, engineering, and related fields.</p> <p>Mathematics Extension 1 outcomes and their related content are organised into 7 areas of study:</p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Proof</li> <li>• Vectors</li> <li>• Trigonometric functions</li> <li>• Combinatorics</li> <li>• Calculus</li> <li>• Statistical analysis.</li> </ul> <p>These topics provide a rigorous framework for students to engage with advanced mathematics, encouraging them to think critically and creatively while preparing them for future academic pursuits.</p>	
<p><b>External Assessment:</b> The HSC examination will consist of a written paper worth 70 marks. Time allowed: 2 hours plus 10 minutes reading time. A reference sheet will be provided.</p> <p><a href="#">NESA approved calculators.</a></p>	

MATHEMATICS EXTENSION 2	Unit Value
Board Developed Course - <b>Year 12 only</b>	1
<p><b>Prerequisites:</b> The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have demonstrated an exceptional foundation in Mathematics, achieved through successful completion of the Mathematics Advanced and Mathematics Extension 1 course. Students should have a keen interest in exploring challenging mathematical problems and a commitment to rigorous study, as this course is designed for those who aspire to excel in advanced mathematical disciplines.</p> <p>Students need to exceed benchmark criteria for entrance into this course. Prospective candidates must have at least 11 units of study. They will need to have demonstrated the ability, necessary skills and application to cope with the demands of this course through their examination results, classwork and rank. Students need to attain 80% in Mathematics Extension 1, 90% in Mathematics Advanced and should be ranked in the top 20 Year 11 Extension 1 students. The Mathematics faculty reserves the right to endorse student enrolment in this course based upon the above criteria. Students need to maintain 11 units of study until two assessments have been completed in Mathematics Advanced, Mathematics Extension 1, and Mathematics Extension 2.</p>	<p><b>Exclusions:</b> Mathematics Standard 1 Mathematics Standard 2</p>
<b>Cost:</b> Nil	
<p><b>Course Description:</b></p> <p>The Mathematics Extension 2 course is designed for students who are passionate about mathematics and wish to engage with the subject at the highest level. This advanced course builds upon the concepts introduced in Mathematics Extension 1, delving deeper into topics such as higher-level calculus, complex numbers, and mathematical proofs. Students will develop sophisticated problem-solving skills and a strong understanding of mathematical theory, preparing them for university-level Mathematics and related fields. The course provides opportunities to develop strong mathematics manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of Mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. The course provides a basis for progression to further study in Mathematics or related disciplines and where mathematics has a vital role at a tertiary level.</p>	
<p><b>Main Topics Covered:</b></p> <p>Mathematics Extension 2 Year 12 outcomes and their related content are organised into 5 areas of study:</p> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Vectors</li> <li>• Complex numbers</li> <li>• Calculus</li> <li>• Mechanics.</li> </ul> <p>These topics provide a robust framework for students to engage with high-level mathematics, encouraging critical thinking and fostering a deep understanding of mathematical concepts necessary for future academic endeavours.</p>	
<p><b>External Assessment:</b></p> <p>The HSC examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 10 minutes reading time. A reference sheet will be provided. <a href="#">NESA approved calculators.</a></p>	

MODERN HISTORY		Unit Value		
Board Developed Course		2		
Prerequisites: Nil	Exclusions: Nil			
Cost: Nil				
<b>Course Description:</b>  In this course, students are introduced to the history of the modern world through the study of a broad range of major events that have helped to shape our world today. Students of Modern History look at a range of case studies and events from 1789 to the present day. The course examines modern history through a wide range of media including documentary, film, web and print sources.  Students have the opportunity to explore their own areas of interest through the completion of a Historical Investigation and are able to use a wide range of media to present their findings. The new HSC encourages a variety of assessments to allow all students to follow their own interests in this course.  This course is particularly valuable to students who wish to develop their skills in writing, which is essential to nearly all HSC and University courses. It also develops critical thinking and analysis skills, which will complement and assist them in many subjects (e.g. English, Legal Studies and Economics) in the HSC. The study of Modern History gives an understanding of major events of the twentieth century, which provides an essential background for many other subjects studied at school and university.				
<b>Topics may include:</b>  <table><tr><td><u>Year 11 Course:</u><ul style="list-style-type: none"><li>- Case Studies:<ul style="list-style-type: none"><li>o The Downfall of the Romanov Dynasty</li><li>o The Cuban Revolution</li></ul></li><li>- Shaping of the Modern World:<ul style="list-style-type: none"><li>o World War 1</li></ul></li><li>- Historical Investigation: student choice<ul style="list-style-type: none"><li>o e.g. Meiji Restoration, The Cold War, China in the Modern world</li></ul></li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- Core Study:<ul style="list-style-type: none"><li>o Power &amp; Authority, including the Nazi Regime to 1939</li></ul></li><li>- National Study:<ul style="list-style-type: none"><li>o Russia and the Soviet Union</li></ul></li><li>- Peace &amp; Conflict:<ul style="list-style-type: none"><li>o Conflict in Europe from 1935-1945</li></ul></li><li>- Change in the Modern World:<ul style="list-style-type: none"><li>o Apartheid in South Africa</li></ul></li></ul></td></tr></table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- Case Studies:<ul style="list-style-type: none"><li>o The Downfall of the Romanov Dynasty</li><li>o The Cuban Revolution</li></ul></li><li>- Shaping of the Modern World:<ul style="list-style-type: none"><li>o World War 1</li></ul></li><li>- Historical Investigation: student choice<ul style="list-style-type: none"><li>o e.g. Meiji Restoration, The Cold War, China in the Modern world</li></ul></li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Core Study:<ul style="list-style-type: none"><li>o Power &amp; Authority, including the Nazi Regime to 1939</li></ul></li><li>- National Study:<ul style="list-style-type: none"><li>o Russia and the Soviet Union</li></ul></li><li>- Peace &amp; Conflict:<ul style="list-style-type: none"><li>o Conflict in Europe from 1935-1945</li></ul></li><li>- Change in the Modern World:<ul style="list-style-type: none"><li>o Apartheid in South Africa</li></ul></li></ul>
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Particular Course Requirements: NIL				
<b>External Assessment:</b> HSC – 3 hour examination				

**STUDENTS ALSO HAVE THE OPPORTUNITY TO STUDY EXTENSION HISTORY IN YEAR 12 IF THEY STUDY EITHER MODERN OR ANCIENT HISTORY**

**Employment / University Opportunities:**

The writing and analysis skills developed in this course are particularly useful to students intending to study Law, Arts, Communications, International Studies, Media, Education, business management/marketing or any field where employers want applicants with a sound general knowledge who can think critically and flexibly and communicate effectively.

Modern History Stage 6 also provides a valuable foundation for a range of courses at university and other tertiary institutions and past students often relate how their study of Modern History prepared them well for their studies at university.

MUSIC 1		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Nil		<b>Exclusions:</b> Nil
<b>Cost:</b> \$35 It is recommended that Music students attend private lessons for their chosen Instrument/Voice.		
<b>Course Description:</b> The purpose of Music 1 is to provide students with the opportunity to acquire knowledge and skills within a broad musical context and encourage the desire to continue learning in formal and informal settings. The course provides students with opportunities to engage in a range of musical styles including popular music, jazz, film music, music theatre and classical music. The curriculum structure is adaptable enough to meet the needs of students with varied interests and abilities.  Students in Music 1 range from those with beginner instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles. Music 1 assumes no prior knowledge of musical notation beyond the basic introduction in the Years 7–10 Mandatory course. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.		
<b>Main Topics Covered:</b> In Music 1, students will study: the concepts of music (pitch, duration, tone colour, texture, dynamics and expressive techniques, and structure) through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u><b>Year 11 Course:</b></u>            Students will study at least THREE topics from a broad list of music styles, periods and genres including: Rock; Music for Radio, Film, Television and Multimedia; Jazz; Medieval Music, Popular Music.         </div> <div style="width: 45%;"> <u><b>Year 12 Course:</b></u>            Students will study at least THREE topics from the syllabus.            The topics must be:            Either THREE topics which are different from those studied in the Year 11 course            or            TWO topics which are different from those studied in the Year 11 course and ONE topic from the Year 11 course which shows greater depth of understanding, explores new repertoire and includes a comparative study.         </div> </div>		
<b>Particular Course Requirements:</b> Nil		
<b>Assessment:</b> Core Assessment covers all areas of this course. Performance; Composition; Aural and Musicology and are weighted equally. HSC Assessment: Aural Skills – 1 hour exam 30%, Core Performance 20%, Elective (performance, composition or musicology) 50%.		

### Employment / University Opportunities:

Students can progress to some tertiary institutions on an audition basis. They may enter the music industry as performers. They may continue Composition or progress into Audio/Sound field. Some of the music careers available include: Performers and writers, Recording, Record industry, Industry touring, Music education, Radio and television, Symphony orchestra, Music health, and Instrument work and development

MUSIC 2		Unit Value		
Board Developed Course		2		
<b>Prerequisites:</b> This demanding course requires students to have a broad music background such as Elective Music in Stage Five or a study of an instrument supported by musicianship. Students are expected to be familiar with reading standard music notation and chord theory.	<b>Exclusions:</b> Nil			
<b>Cost:</b> \$35 It is recommended that Music students attend private lessons on their chosen Instrument/Voice and may require professional accompaniment for performance examinations.				
<b>Course Description:</b>  The Aim of Music 2 is to provide students with the opportunity to build on the knowledge and skills developed through the Music 7-10 course. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music in the mandatory topics. The curriculum structure is adaptable enough to meet the interests of a wide range of students through the study of an additional topic through elective performance, composition or musicology.  Students in Music 2 have usually studied music in years 9 and 10 and have some formal training in music theory and on their specialised instrument of voice. Students are required to read standard western notation through the study of orchestral and piano scores. Students are also required to compose their own music through standard notation.				
<b>Main Topics Covered:</b>  <table><tr><td><u>Year 11 Course:</u><ul style="list-style-type: none"><li>- Mandatory Topic –Music 1600-1900</li><li>- Additional Topic – Music from 1900-1945, Music from 1945-25 years ago, Music of a culture, Medieval music, Renaissance music</li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- Music of the last 25 years (Australian Focus)</li><li>- Additional topic - Music from 1900-1945, Music from 1945-25 years ago, Music of a culture, Medieval music, Renaissance music, Baroque Music, Classical Music, 19<sup>th</sup> Century Music.</li></ul></td></tr></table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- Mandatory Topic –Music 1600-1900</li><li>- Additional Topic – Music from 1900-1945, Music from 1945-25 years ago, Music of a culture, Medieval music, Renaissance music</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- Music of the last 25 years (Australian Focus)</li><li>- Additional topic - Music from 1900-1945, Music from 1945-25 years ago, Music of a culture, Medieval music, Renaissance music, Baroque Music, Classical Music, 19<sup>th</sup> Century Music.</li></ul>
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<b>Particular Course Requirements:</b> Nil.				
<b>Assessment:</b> Core Performance 20% Composition 15% Musicology and Aural 35% Elective 30%: Students choose one area as an elective from Performance, Composition or Musicology.				

### Employment / University Opportunities:

This course can lead to music studies at tertiary Institutions such as Universities and Conservatoriums leading to careers in performance, composition, music education, music therapy, instrumental teaching or conducting.



PHYSICS		Unit Value										
Board Developed Course		2										
<b>Prerequisites:</b> Satisfactory completion of Stage 5 Science course.	<b>Exclusions: Maximum of 6 units of Science</b>											
<b>Cost:</b> \$35 (plus additional excursion expenses)												
<b>Recommendation:</b> successful study of Physics requires a strong understanding of Mathematics, therefore it is recommended that students be proficient at 5.3 Mathematics from Stage 5 (selecting Advanced Mathematics or above in Year 11)												
<b>Course Description:</b>  The Physics course 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. 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. The Physics course builds on students’ knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of Physics often provide the unifying link between interdisciplinary studies.												
<b>Main Topics Covered:</b>  <table><tr><td><u>Year 11 Course:</u></td><td><u>Year 12 Course:</u></td></tr><tr><td>- Kinematics</td><td>- Advanced Mechanics</td></tr><tr><td>- Dynamics</td><td>- Electromagnetism</td></tr><tr><td>- Waves and Thermodynamics</td><td>- The Nature of Light</td></tr><tr><td>- Electricity and Magnetism</td><td>- From the Universe to the Atom</td></tr></table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Kinematics	- Advanced Mechanics	- Dynamics	- Electromagnetism	- Waves and Thermodynamics	- The Nature of Light	- Electricity and Magnetism	- From the Universe to the Atom
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- Dynamics	- Electromagnetism											
- Waves and Thermodynamics	- The Nature of Light											
- Electricity and Magnetism	- From the Universe to the Atom											
<b>Particular Course Requirements:</b> Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: <ul style="list-style-type: none"><li>● undertaking laboratory experiments, including the use of appropriate digital technologies</li><li>● fieldwork.</li></ul> Secondary-sourced investigations include: <ul style="list-style-type: none"><li>● locating and accessing a wide range of secondary data and/or information</li><li>● using and reorganising secondary data and/or information.</li></ul> It is strongly recommended that students are studying Advanced Mathematics when choosing Physics												
<b>External Assessment:</b> HSC Examination – 3 hour examination												

### Employment / University Opportunities:

Physics, Medicine, Engineering, Pilot, Architecture, Metallurgy, Optometry, Radiography, Meteorology, Astronomy, Nuclear Physicist and Law.

SOCIETY AND CULTURE		Unit Value
Board Developed Course		2
Prerequisites: Nil	Exclusions: Nil	
Cost: Nil (excursions as they arise)		
<b>Course Description:</b> <p>Society and Culture is a specialist course for students who are interested in exploring the interactions between individuals, the cultures in which we operate and the forces shaping communities over time. If you are interested in how your identity has been shaped and how collective experience forms social identity and customs then you will find this course interesting.</p> <p>More like a university course, Society and Culture borrows heavily from sociology, psychology, anthropology and political science. It is a course requirement that students develop, apply, analyse and evaluate their own research. Using examples and issues to provide context, the course examines aspects of societies and cultures including: power, authority, gender and technology. It requires and seeks to develop high levels of cultural literacy and an ability to examine source bias and ethical research.</p> <p>Unlike most other HSC courses, there are few content parallels. However, students who have a breadth of cultural experiences both in Australia and abroad tend to find it easier to adapt course concepts to their own experience sets. Students of History and Social Sciences will find the style of writing and analysis complementary.</p> <p>The literacy demands of this course are comparable to other Social Science courses; however, the Personal Interest Project, a major work project is quite demanding. Students should familiarise themselves with the Personal Interest Project (a 6000 word research paper), which constitutes 40% of the external mark for the HSC.</p>		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- The Social and Cultural World</li><li>- Personal and Social Identity</li><li>- Intercultural Communication</li></ul>		<u>HSC Course:</u> <ul style="list-style-type: none"><li>- Social and Cultural Continuity and Change</li><li>- Popular Culture</li><li>- Social Conformity and Non-Conformity</li><li>- Personal Interest Project</li></ul>
<b>Particular Course Requirements:</b> <p>It is recommended that students who select Society and Culture have good literacy skills. A minimum C grade for Stage 5 English is recommended.</p>		
<b>Assessment:</b> <p>HSC examination – a 2 hour written paper. This is in addition to the submission of the Personal Interest Project (PIP) – a 6000 word research paper of a students’ own choosing.</p>		

### Employment / University Opportunities:

The intellectual and research requirements of Society and Culture are far more like a University Course than an HSC one. In turn, it is excellent preparation for the demands of tertiary study in all forms but is especially useful for studies within: The Arts, Global Studies, Urban Planning, Government & Policy, International Relations, Law, Business and Psychology.

SOFTWARE ENGINEERING		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Nil		<b>Exclusions:</b> Nil
<b>Cost:</b> \$80 per year		
<b>Course Description:</b>  The study of Software Engineering enables students to develop an understanding of the fundamentals of computer science with a focus on programming practises, with practical instruction in the Python programming language. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions, including the creation of detailed documentation to.		
<b>Main Topics Covered:</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>Year 11 Course:</u> <ul style="list-style-type: none"> <li>- Programming fundamentals including software development; designing algorithms; data for software engineering; and developing solutions with code.</li> <li>- The object-oriented paradigm (OOP) including Understanding OOP; and programming in OOP.</li> <li>- Programming mechatronics including understanding mechatronic hardware and software; designing control algorithms; and programming and building mechatronic systems.</li> </ul> </div> <div style="width: 45%;"> <u>Year 12 Course:</u> <ul style="list-style-type: none"> <li>- Secure software architecture including designing software; developing secure code; and the impact of safe and secure software development.</li> <li>- Programming for the web including data transmission using the web; and designing web applications.</li> <li>- Software automation including algorithms in machine learning (ML); programming for automation; and the significance and impact of ML and AI.</li> <li>- Software engineering project</li> </ul> </div> </div>		
<b>Particular Course Requirements:</b> Students will need good mathematical, analytical and problem-solving skills. It is highly recommended that students are also studying (at minimum) Mathematics Standard. Previous programming experience is recommended but not mandatory.		
<b>External Assessment:</b> The HSC examination will be 2 hours and 30 minutes undertaken using a computer. An understanding of the Python programming language is assumed.		

### Employment / University Opportunities:

Software Engineering prepares students for further study at University or TAFE in a large variety of areas, but will most benefit the study of: cybersecurity, information technology, networking and security, software development, systems design, web and cloud computing, etc.

TEXTILES AND DESIGN		Unit Value										
Board Developed Course		2										
Prerequisites: Nil	Exclusions: Nil											
Cost: \$40 course fee per year (plus project materials)												
<p><b>Course Description:</b></p> <p>Textiles and Design is a predominately practical course. The theoretical component supports the students understanding of the textile medium and textiles in society. Students explore their creative abilities and skills in designing, manipulating, experimenting and selecting textiles for various end uses.</p> <p>Textiles and Design develops a body of knowledge, skills and values that contribute to the overall education of students and which can provide opportunities for small business and leisure activities useful throughout life. It develops student creativity and project management skills that promote self-esteem and satisfaction. Students develop an understanding that textiles in industry, small business and in leisure activities has an emphasis on project work and students emulate this through the designing, planning and manufacturing of a Major Textiles Project.</p> <p>Students select one focus area through which they develop a project, which includes supporting documentation and textile item/s:</p> <ul style="list-style-type: none"><li>• apparel</li><li>• furnishings</li><li>• costume</li><li>• textile arts</li><li>• non-apparel.</li></ul>												
<p><b>Main Topics Covered:</b></p> <table><tr><td>Year 11 Course:</td><td>Year 12 Course:</td></tr><tr><td>- Design (40%)</td><td>- Design (20%)</td></tr><tr><td>- Properties and Performance of Textiles (50%)</td><td>- Properties and Performance of Textiles (20%)</td></tr><tr><td>- The Australian Textile, Clothing, Footwear and Allied Industries (10%)</td><td>- The Australian Textile, Clothing, Footwear and Allied Industries (10%)</td></tr><tr><td></td><td>- Major Textiles Project (50%)</td></tr></table>			Year 11 Course:	Year 12 Course:	- Design (40%)	- Design (20%)	- Properties and Performance of Textiles (50%)	- Properties and Performance of Textiles (20%)	- The Australian Textile, Clothing, Footwear and Allied Industries (10%)	- The Australian Textile, Clothing, Footwear and Allied Industries (10%)		- Major Textiles Project (50%)
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	- Major Textiles Project (50%)											
<p><b>Particular Course Requirements:</b></p> <p>Students must possess an interest in creativity and practical work. In the Year 11 course students are required to complete two practical projects and supporting documentation. For the Year 12 course the students are required to complete one practical project and supporting documentation which is externally marked. Students must be able to plan and manage the completion of this project by the due date.</p>												
<p><b>External Assessment:</b></p> <p>HSC examination – 1 ½ hour examination which consist of multiple choice and short answer questions. (50%)</p> <p>Major Textiles Project and supporting documentation. (50%)</p>												

### Employment Opportunities:

The study of Textiles and Design Stage 6 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 Textiles and Design Stage 6 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.

VISUAL ARTS		Unit Value		
Board Developed Course		2		
Prerequisites: Nil	Exclusions: Nil			
Cost: \$80 per year with additional expenses for the materials in the production of the body of work.				
<b>Course Description:</b> Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a ‘body of work’ in the HSC course that demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as other cultures, traditions and times. The Year 11 Course is broad, while the HSC Course provides for deeper, increasingly more independent investigations. The literacy and analytical demands of this course are high. It is well suited to students who will work independently in class, ask questions and engage in regular revision to ensure they are up to date with coursework. Students who enjoy working autonomously, are creative and have competent time-management skills would suit this course.				
<b>Main Topics Covered:</b> <table><tr><td><u>Year 11 Course:</u><ul style="list-style-type: none"><li>- The nature of practice in artmaking, art criticism and art history through different investigation</li><li>- The role and function of artists’ artwork, the world and audiences in the artworld</li><li>- The frames and how students might develop their own informed points of view</li><li>- How students may develop meaning and focus and interest in their work</li><li>- Building understandings over time through various investigations and working in different expressive forms.</li></ul></td><td><u>Year 12 Course:</u><ul style="list-style-type: none"><li>- How students may develop their own informed points of view in increasingly more independent ways using the frames</li><li>- How students may develop their own practice of artmaking, art criticism and art history applied to selected areas of interest</li><li>- How students may learn about the relationships between artist, artwork, world and audience within the artworld</li><li>- How students may further develop meaning and focus in their work.</li></ul></td></tr></table>			<u>Year 11 Course:</u> <ul style="list-style-type: none"><li>- The nature of practice in artmaking, art criticism and art history through different investigation</li><li>- The role and function of artists’ artwork, the world and audiences in the artworld</li><li>- The frames and how students might develop their own informed points of view</li><li>- How students may develop meaning and focus and interest in their work</li><li>- Building understandings over time through various investigations and working in different expressive forms.</li></ul>	<u>Year 12 Course:</u> <ul style="list-style-type: none"><li>- How students may develop their own informed points of view in increasingly more independent ways using the frames</li><li>- How students may develop their own practice of artmaking, art criticism and art history applied to selected areas of interest</li><li>- How students may learn about the relationships between artist, artwork, world and audience within the artworld</li><li>- How students may further develop meaning and focus in their work.</li></ul>
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<b>Particular Course Requirements:</b> Year 12: students must submit a body of work, worth 50 marks, and sit for a written examination, worth 50 marks, at the Higher School Certificate.				
<b>External Assessment:</b> HSC Course: Practical Body of Work 50% HSC examination – 1 hour 30 minutes written paper (50%)				

### Employment / University Opportunities:

Visual Arts students develop their skills in communication, creative thinking, problem solving, writing and analysis. They are given opportunities to work autonomously and in collaboration. These skills are valuable and build a solid foundation for students moving into the work force or into higher education. Specific links can be made between Visual Arts and the following career paths: Art Critic, Art historian, Gallery Curator, Practicing Artist, Architecture, Advertising, Design, Art Directing, Graphics and Media Studies, Animation, Film Making, Game Design, Photography, Printing, Teaching, Town Planning and many more.

## CONTENT ENDORSED COURSES

NUMERACY		Unit Value
Content Endorsed Course		2
Prerequisites: Nil	Exclusions: Mathematics Extension 1, Mathematics Advanced, Mathematics Standard 2	
Cost: Nil		
<p>Course Description:</p> <p>The <u>Numeracy Content Endorsed Course</u> is a course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, account keeping, and a range of real-life activities requiring numeracy.</p> <p>The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.</p>		
<p>Main Topics Covered:</p> <p>The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:</p> <ul style="list-style-type: none"><li>• interpret and use numerical information</li><li>• solve problems using visual, spatial, financial and statistical literacy skills.</li><li>• think mathematically in practical situations.</li><li>• represent and communicate information.</li><li>• use the context to determine the reasonableness of solutions to manage situations and solve problems relating to their present and future needs.</li></ul> <p>Further information can be found on the NESA website below:</p> <p><a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec</a></p>		
Particular Course Requirements: NIL		
Assessment: NO external assessment		

SPORT, LIFESTYLE AND RECREATION		Unit Value
Board Endorsed Course		2
Prerequisites: Nil	Exclusions: Nil	
Cost: Nil		
<b>Course Description:</b>  The Sport, Lifestyle and recreation content endorsed course develops in each student the knowledge, understanding and skills needed to adopt active and health – promoting lifestyles. This course provides a sound platform for further study in coaching or in the fitness industry.  It builds upon the learning of PDHPE in years 7 to 10 and suits students who have an interest in sport and physical activity. Note that it does not contribute to an ATAR and is not as academically challenging as Stage 6 PDHPE.		
<b>Main Topics Covered:</b>  Fitness and Resistance Training Games and Sport Application Outdoor Recreation Sports Injuries		
Particular Course Requirements: NIL		
<b>Assessment:</b> NO external assessment		

### Employment / University Opportunities:

Fitness Industry, Outdoor Recreation, First Aid and Coaching opportunities.

## BOARD DEVELOPED - LIFE SKILLS COURSES

Life Skills courses provide an alternative HSC for students with special learning needs. They are not examined externally and do not contribute to an ATAR.

Each course is studied at 2 unit level in Year 11 and in Year 12. Students, in consultation with the Head Teacher Special Education, will be able to undertake the following program of study for the awarding of a Life Skills HSC. NESA has developed Life Skills courses for a range of subjects.

Life Skills HSC subjects offered at Chatswood High School are:

- English Life Skills
- Mathematics Life Skills
- Science Life Skills
- Personal Development Health and Physical Education Life Skills
- Human Society and its Environment Life Skills.
  - This includes aspects of Aboriginal Studies, Citizenship and Society Studies, Geography, History and Legal Studies.
- Creative Arts Life Skills
  - This includes Music and Visual Arts.
- Technology Life Skills
  - This includes aspects of Food technology and Industrial Technology.

Courses focus on generalising knowledge, understanding, skills, values and attitudes across a range of post school destinations. The structure of each course is designed to provide a broad and balanced approach to meet individual student needs in preparation for participation into community life.

At Chatswood High School, students can make up their units with a combination of life skills and mainstream subjects.

Life Skills courses are developed on an individual basis. Planning is a collaborative process where an Individual Transition Plan is developed by parents, student, and the school's Learning Support Team.

### Post-School Options

These may involve employment, community involvement, further study or, a combination of all three. Prior to leaving school, relationships are established with post-school service providers and assessments are offered through the NDIS School Leaver Employment Support (SLES) Functional Assessment for School Leavers, to determine appropriate levels of support for individual students.



## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES



### Education

#### Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain a HSC or 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.

NSW Department of Education RTO is 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 for the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who achieve competency will possess the skills and knowledge to perform workplace activities across various situations and environments, meeting industry standards

Assessment materials are designed to give each learner the opportunity to meet the qualification outcomes. Students will receive documentation that lists all competencies they have achieved.

**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.

Students are encouraged to speak with the VET Coordinator, VET Teacher, Year Adviser, or Careers Adviser before selecting a course. This will ensure they understand the requirements and that the course aligns with their individual needs, knowledge, and skills.



### 2026 Entertainment Industry Course Descriptor

#### Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

*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: Entertainment Industry**  
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 Statement of Attainment (SOA) towards a nationally recognised qualification (dual accreditation). To receive an SOA towards the qualification you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/training/details/cua30420>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

#### Transferrable industry skills gained in this course

- customer (client) service skills
- technical production of lighting, sound and vision
- communication skills
- creativity
- critical thinking
- problem solving

#### Examples of occupations in the entertainment industry

- assistant sound technician
- assistant lighting technician
- follow spot operator
- front of house assistant
- production crew
- stagehand

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

**Consumable costs: Preliminary - \$80 HSC - \$80**  
**White card course: \$100.00 (once off fee)**

##### Refunds

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

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

**Exclusions:** Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course.

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



2026 Entertainment Industry Course Descriptor CUA30420 Certificate III in Live Production and Technical Services	
<p><i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i></p>	
<b>Course: Entertainment Industry</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units plus 1 unit for the specialisation study</b> (2 units x 2 years) plus (1 unit x 1 year) Board Developed Course (240 hour) plus (60 hour)
<p>By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <a href="https://training.gov.au/training/details/cua30420">https://training.gov.au/training/details/cua30420</a>. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p> <p><b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b></p>	
<b>Transferrable industry skills gained in this course</b>	
<ul style="list-style-type: none"> <li>Customer (client) service skills</li> <li>technical production of lighting, sound and vision</li> <li>Communication skills</li> <li>creativity</li> <li>critical thinking</li> <li>problem solving</li> </ul>	
<b>Examples of occupations in the entertainment industry</b>	
<ul style="list-style-type: none"> <li>assistant sound technician</li> <li>assistant lighting technician</li> <li>follow spot operator</li> <li>front of house assistant</li> <li>production crew</li> <li>stagehand</li> </ul>	
<b>VET requirements</b>	
<b>Competency-Based Assessment</b> 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.	
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines	
<b>HSC requirements</b>	
<b>Mandatory course requirements</b> You must complete 300 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Entertainment is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
<b>Consumable costs: Preliminary – NIL HSC - NIL</b>	<b>Refunds</b> 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: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> Students can only undertake the Entertainment Industry (120 indicative hours) course or the Entertainment Industry (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	



## 2026 Financial Services–Financial Services Stream Course Descriptor

## FNS30122 Certificate III in Financial Services

*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: Financial Services**

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

**HSC credit – 4 units**

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of FNS30122 Certificate III in Financial Services <https://training.gov.au/training/details/FNS30122>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

**Transferrable industry skills gained in this course**

- customer (client) service skills
- using technology to organise information
- communication skills
- creativity
- critical thinking
- problem solving

**Examples of occupations in the financial services industry**

- investment advisors
- banking
- financial planners
- insurance services
- wealth management
- superannuation services

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

**Consumable costs: Preliminary - NIL HSC - NIL****Refunds**

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 Financial Services (120 indicative hours) course or the Financial Services (240 indicative hours) course.

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

## OTHER VET OPPORTUNITIES

### EXTERNALLY DELIVERED VOCATIONAL EDUCATION AND TRAINING (EVET)

#### What is EVET?

EVET courses are vocational courses that can be studied through an external Registered Training Organisation (RTO) such as TAFE NSW. Industry Curriculum Framework courses with four or more HSC units in the delivery pattern will provide access to the HSC Examination which may contribute to the ATAR.

There are 2 types of EVET courses:

- VET Board Developed Courses & Industry Curriculum Framework (*NESA endorse courses based on qualifications from national Training Packages. These contribute to the HSC and can be counted towards an ATAR*)
- VET Board Endorsed Courses (*NESA endorse courses based on qualifications from national Training Packages or accredited courses. These contribute to the HSC but cannot be counted towards an ATAR*)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Specific courses, times and locations are available from the school careers advisers.

EVET classes are 4 hours of tuition one afternoon per week. Students *miss* their scheduled school lessons and travel independently to a training organisation for their EVET lessons. This means students will need to catch-up on any schoolwork missed.

Entry to most courses is competitive and course availability is subject to demand.

#### Cost:

EVET Courses are free, with the cost of the course borne by the NSW DET. In some instances, students may need to provide some of their own materials. ***It is important to note that if a student withdraws from a course after acceptance, a fee may apply.*** Students attending EVET are also responsible for payment of bus or train fares to and from their EVET courses. School transport passes should not be used.

#### Important considerations

- Students should carefully consider choosing an EVET course. External training organisations are adult learning environments, so students are expected to behave accordingly. They also have high expectations for attendance and the submission of assessments. If students miss a TAFE lesson for any reason, explanation and documentation must be provided explaining the absences.
- At the successful completion of Term 1 or 10 weeks of your EVET course, a student can discontinue a school subject. Discontinuing a subject can only be done after meeting with both the school careers adviser and relevant Deputy Principal to ensure that you do not jeopardise your HSC eligibility.
- School based Traineeships and Apprenticeships may be available for some courses.

#### To apply:

1. Students need to complete the CHS EVET Expression of interest form. Students should also discuss this with the Careers Adviser during the subject selection interview process.
2. Complete the relevant EVET application form. Before accepting an application, the school assesses a student's suitability for EVET based on a student's work effort, behaviour and attendance.
3. Ensure that a sufficient number of units (12) are chosen at school in case your EVET application is unsuccessful.

## SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

School-based apprenticeships and traineeships are a great way for students to set themselves up for a career while completing their HSC.

A school-based apprenticeship or traineeship combines paid work and formal training while still studying at school. As well as gaining an industry recognised national qualification, students will also gain credit towards their HSC.

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.

## EXTERNAL COURSE INFORMATION

Students interested in completing a Year 11 and Year 12 course through an external course provider will need to complete the External Studies Application Form.

Students should be aware of the following:

1. they will be required to complete 12 units at CHS until the end of Term 1
2. completing an external course may require a student to miss timetabled CHS lessons, and **it is the responsibility of the individual student to identify worked missed and complete all that is required to maintain currency.**



### SECONDARY COLLEGE OF LANGUAGES

## Study your background community language at the Secondary College of Languages!

The Secondary College of Languages (SCL) is a Department of Education and Communities secondary school that offers language courses to students wishing to study their background community language if it is not available for study at their day school.

There are thirteen SCL Centres, ten based in the Sydney metropolitan area and one each in Wollongong and Newcastle.

Courses are offered for the Record of School Achievement and the Higher School Certificate in twenty five languages.

For more information, please visit the Secondary College of Languages website <https://sclanguages.schools.nsw.gov.au/>.

If you wish to study your background community language, please obtain initial advice from your school.

Arthur Phillip High School Centre	Arabic, Persian, Turkish
Ashfield Boys High School Centre	Chinese, Modern Greek, Polish, Spanish
Bankstown Girls High School Centre	Arabic, Filipino, Macedonian
Birrong Girls High School Centre	Chinese, Vietnamese
Chatswood High School Centre	Armenian, Chinese, Japanese, Korean, Polish, Russian, Spanish
Kogarah High School Centre	Chinese, Macedonian, Modern, Greek, Spanish
Liverpool Boys High School Centre	Arabic, Croatian, Vietnamese
Liverpool Girls High School Centre	Bosnian, Khmer, Polish, Serbian, Spanish
Merewether High School Centre	Arabic, Chinese
Petersham Campus	Portuguese, Turkish, Vietnamese
Smiths Hill High School Centre	Arabic, Chinese, Macedonian, Modern Greek, Serbian
Strathfield Girls High School Centre	Chinese, Italian, Korean
The Hills Sports High School Centre	Chinese, Hindi, Korean, Modern Greek, Punjabi, Spanish

Ms Zhang (HT Languages) is Chatswood High School's supervisor of The Secondary College of Languages (SCL) and can be contacted at school for further information



## NSW SCHOOL OF LANGUAGES

NSW School of Languages is a NSW Department of Education secondary distance education school offering courses in 12 languages to students in Years 9-12, and is located in Petersham.

If a student wishes to continue a language that is no longer available at their school, or they wish to start a new language that is not offered, study through NSW School of Languages may be an option. To be eligible for a course, students are required to meet all of the criteria at the entry point to that course.

It is self-evident that any course of study requires effort on the part of the learner. Students are expected to attend phone lessons, send in work on a weekly basis and/or complete the units in their online Moodle course, as advised by their teacher. They are also required to attend NSW School of Languages for designated Lesson Days and for formal assessments.

More information can be found on the website <https://nswschoollang.schools.nsw.gov.au/>

Ms Reato (Teacher-Librarian) is Chatswood High School's supervisor of NSW School of Languages and can be contacted at school for further information.



## POLICIES

### SUBJECT SELECTION POLICY AND PROCEDURES

#### Preamble:

The selection of subjects appropriate to a student's interests, skills and abilities is fundamental to success at school. At Chatswood High School, students in Year 10 make choices regarding the subjects they will study for the HSC. The process of selection is aided by a variety of key school personnel including:

- the Year Adviser
- the Careers Adviser
- Curriculum Head Teachers
- The relevant Deputy Principal

#### Procedures:

Subject selection for Year 10 will take place following the parent information evening. They then submit their subject choices through the CHS subject selection web address, using Edval Choice software. Students will also be interviewed individually by a member of the Subject Selection team.

There is also a External Studies application forms for study of a TVET course, a Saturday School of Community Languages course or a NSW School of Languages course. This form should be handed in at the time of the subject choice interview. If it is agreed that this is a suitable option, students need to obtain the appropriate application form from the following:

- |  |                                   |
|--|-----------------------------------|
| • EVET                                   | Ms Stacey, Careers Advisers       |
| • Saturday School of Community Languages | Ms Zhang, Head Teacher Languages  |
| • NSW School of Languages                | Ms Reato, Librarian, HT Wellbeing |

#### Establishment of Classes

Generally, a class will operate if it has 12 members or more. In exceptional circumstances, the Principal may decide to allow a class of fewer students to operate in the interests of maintaining a diverse curriculum. Once numbers have been entered onto the timetable program, the Principal will determine which classes will operate and which will not. Except in unusual circumstances, decisions not to run a course will not be reversed.

Students will be interviewed if a particular course does not run and they will be required to make another selection. The Careers Adviser may again be involved with students at this point. Students will already have indicated some reserve preferences on their subject selection submissions.

Whilst every effort will be made to ensure a minimum of issues for students, it is not possible to give all students their preferences. Any students who have a clash of courses will be interviewed, the clashes resolved and appropriate alternative choices made.

At this point, subject selections are firm. Students will not be permitted to change classes, except under exceptional circumstances until Week 3 of the new year in consultation with the Deputy Principal.

#### Change of Course

There will be occasions when students wish to change subjects. Year 11 will have one opportunity to change courses. This will be early in Term 1 (approximately Week 3). The process will be advertised to students at Assembly and on

their year group Google Classroom. Student will need to speak to the Deputy Principal who will complete an online forms outlining the students change request. Any course changes will be done on a first in, best-dressed basis.

Students should undertake the following steps:

- consult the Careers Adviser who will assess whether the changes meet the requirements of NESA and tertiary institutions. If these requirements are met, the Careers Adviser will advise the continuation of the process.
- discuss the proposed changes with the teacher and Head Teacher of all Faculties involved.
- get approval for the changes in writing from parents or carers. This will be done after the Deputy Principal submits the request to change form, via School Bytes email.

Students cannot change until the Deputy Principal has made the required changes to the school records and notified NESA. Changes do not occur until the form has been complete by the Deputy Principal.

Changes cannot occur after the first few weeks of Year 11 due to assessment requirements as well as mandatory hours of study as required for successful completion of the Year 11 course by NESA.

### Fees

Some courses attract fees. Fees (if applicable) are outlined with each course and are for **each year** of the course (i.e. the fee will be charged in **both** year 11 and year 12) unless otherwise indicated.

## HONESTY AND INTEGRITY IN THE HSC

### All My Own Work

To be eligible for a HSC all students must complete the *HSC: All My Own Work* program or its equivalent. The program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program will be delivered in Semester 2 of Year 10. All modules must be completed to a satisfactory level before a student is deemed to have completed the program.

## FORMS

### INTENTION TO ENGAGE IN EXTERNAL LANGUAGES FORM

Use this form if you intend to apply for a Secondary Collage of Languages or NSW School of Languages course. This is the Chatswood High School form. You need to have this form with you at the time of your interview.

Students undertaking any external study must take 12 units of timetabled classes at school until the end of Term 1. This provides you with an "insurance policy" in case you don't continue with your external study.

Once you have completed your subject interview at school and permission has been given for you to apply for an external course, you will need to see the following to obtain an application:

Secondary College of Languages  
NSW School of Languages

Ms Zhang, Head Teacher Languages  
Ms Reato, Librarian, HT Wellbeing

**It is your responsibility to see these staff members to obtain an application form, to complete the form, and to return it as quickly as possible.**

Students in year 11 who undertake external studies **must have 12 units of courses at school until the end of Term 1.**  
In order to discontinue a course at school they must prove they are successful in their external course.

Name: \_\_\_\_\_

#### SECONDARY COLLEGE OF LANGUAGES COURSE

Course	Saturday School at which you will study	Number of Units

#### NSW SCHOOL OF LANGUAGES COURSE

Course	Number of Units

#### Complete the parent authorisation (ALL APPLICATIONS)

Parent / Carer Authorisation:

I understand that my child is applying to study a course or courses externally. I understand that the policy of Chatswood High School is for my child to study a minimum of 12 units at Chatswood High School in addition to the external study. If they wish to drop a course they may do so at the end of Term 1 on the proviso they provide evidence to the Deputy Principal that they are successful in the external course.

.....  
Parent / Carer

...../...../.....  
Date

## 2026 EVET COURSE EXPRESSION OF INTEREST FORM

*(This form should be completed and returned to EVET Co-ordinator Ms Stacey no later than Friday 22 August 2025)*

Use this form as your expression of interest in studying an Externally delivered Vocational Education and Training (EVET) course as part of their Stage 6 studies. EVET courses have unique requirements which should be clearly understood by both parents and students who choose to undertake formal study outside of school.

EVET courses require:

- Consistent attendance every week-regardless of work/sport commitments
- Absence from CHS timetabled lessons 1 afternoon per week. (Students will generally sign out from school at 12.30 to travel to their campus). They will not know what classes/subjects they will miss until next year's timetable is released.
- Studying one subject above the required subject load required by NESA. Students will only be allowed to drop a school subject on successful completion of 1 term of their EVET course.
- Students to travel independently to and from a campus. They are unable to use their free school pass so are liable for any travel costs.
- Some courses also have **compulsory** Work Placement which will require you *miss up to 2 weeks of school time*, possibly during term time or it may occur in the school holidays.
- All EVET courses, incur a financial cost which is paid by the Department of Education at the start of the year. The External provider does not provide a refund to schools when a student leaves a course. Consequently, *students must commit to completing a minimum of 1 year* (i.e., 3 terms in Year 11) of their course.

While the school screens applicant's EOI, the RTO makes the final selection, issuing course offers in November. Completion of an EOI does not guarantee a place in a course. Many more students apply for courses than places available.

I have understood and agree to the obligations in studying an Externally delivered Vocational Education Training course.

Student First Name: ..... Last name: .....

Student signature: ..... Date:.....

Parent name: .....

Parent signature: .....Date: .....

**EVET Course Preferences: please put the courses in the order that you want to do them.**

Preference 1:	
Course name	
Course provider	
Campus location	
Cost per year	
Units & Duration e.g. 2u x 1 year? 2u x @ 2 years	
Does it count towards your ATAR?	
Is there a compulsory work placement?	

Why do you want to study this EVET course? (is it not available at CHS?, other reasons?)

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How does this course align with your career goals?

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Preference 2:	
Course name	
Course provider	
Campus location	
Cost per year	
Units & Duration e.g. 2u x 1 year? 2u x @ 2 years	
Does it count towards your ATAR?	
Is there a compulsory work placement?	

Why do you want to study this EVET course? (is it not available at CHS?)

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How does this course align with your career goals?

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