

## SENIOR STUDIES GUIDE 2024-2025

*Guide for Course Selection for  
Years 11 and 12*

Entering Years 11 and 12 should be a choice that you have made in conjunction with your parents. Everyone entering Years 11 and 12 does so with the intention of achieving the best outcome possible for themselves. This booklet is designed to help you choose the appropriate pathway and the most suitable subjects for study in Years 11 and 12. The subject choice decisions you make now will give you the opportunity to plan for your future.

The HSC is an internationally recognised credential which provides a strong foundation for post school life. Whether you pursue tertiary qualifications, vocational training or move directly into the workforce, the HSC qualification will equip you with the necessary skills and knowledge to make a meaningful contribution to your chosen field.

To ensure that your decisions are appropriate, I ask that you:

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
4. take responsibility for your own learning.

Our 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.

David Osland  
**Principal**  
June 2023

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## 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).

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## 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 AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW and private registered providers. You receive documents that report the competencies you have achieved and an AQF Certificate or Statement of Attainment.

Only ONE of the VET frameworks will be accepted when calculating the ATAR. Students must study the 240 hour course and undertake the optional written examination to have the course contribute to the ATAR calculation.

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

- Financial Services
- Hospitality

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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 provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students and assists institutions to 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 comprising either:

- the best 2 units of English; plus 8 units from Category A courses.
- OR
- 8 units of Category A courses (including English) and 2 units of Category B courses (i.e. one Category B subject). Students must complete the HSC exam for the Category B course.

## 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 base their selection of students on an interview, audition, portfolio, questionnaire or 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

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## 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.

See also: [All My Own Work](#)

## 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 will be 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 Continuers	2	✓	✓
	Chinese in Context	2	✓	✓
	Dance	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	✓	✓
	French Beginners	2	✓	✓
	French Continuers	2	✓	✓
	Geography	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		✓	
PDHPE	2	✓	✓	
Physics	2	✓	✓	
Science Extension <sup>2</sup>	1		✓	
Society and Culture	2	✓	✓	
Software Engineering	2	✓	✓	
Textiles and Design	2	✓	✓	
Visual Arts	2	✓	✓	
CEC	Numeracy	2	✓	✓
	Sport, Lifestyle and Recreation	2	✓	✓
VET		HOURS		
	Financial Services	240	2	✓
	Hospitality	240	2	✓

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

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

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

## 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.
- 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
  - You can only count ONE Category B course towards an ATAR
- 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) at <http://www.uac.edu.au>

<b>ABORIGINAL STUDIES</b>		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. 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> <p><u>Year 11 Course:</u>                      Aboriginality and the Land                      Heritage and Identity                      International Indigenous Community                      Research and Inquiry Methods: Local Case Study</p> <p><u>Year 12 Course:</u>                      Social Justice and Human Rights Issues                      Comparative Study                      Major Project</p>		
Particular Course Requirements: NIL		
<p>External Assessment:                      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.

<b>ANCIENT HISTORY</b>		Unit Value														
Board Developed Course		2														
Prerequisites: Nil	Exclusions: Nil															
Cost: Nil																
<p>Course Description:</p> <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>																
<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>- Tutankhamun's Tomb</td> <td>- Core Study: Pompeii and Herculaneum</td> </tr> <tr> <td>- Republican Rome</td> <td>- 1 Ancient Society, e.g. Sparta</td> </tr> <tr> <td>- Carthage &amp; Hannibal</td> <td>- 1 Personality, e.g. Xerxes</td> </tr> <tr> <td>- Deir el-Medina</td> <td>- 1 Historical Period, e.g. The Greek World</td> </tr> <tr> <td>- The Shang Dynasty</td> <td>500-440 BC</td> </tr> <tr> <td>- The Historical Investigation</td> <td></td> </tr> </table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Tutankhamun's Tomb	- Core Study: Pompeii and Herculaneum	- Republican Rome	- 1 Ancient Society, e.g. Sparta	- Carthage & Hannibal	- 1 Personality, e.g. Xerxes	- Deir el-Medina	- 1 Historical Period, e.g. The Greek World	- The Shang Dynasty	500-440 BC	- The Historical Investigation	
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- Carthage & Hannibal	- 1 Personality, e.g. Xerxes															
- Deir el-Medina	- 1 Historical Period, e.g. The Greek World															
- The Shang Dynasty	500-440 BC															
- The Historical Investigation																
Particular Course Requirements: NIL																
<p>External Assessment:</p> <p>HSC – 3 hour examination</p>																

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												
<p><b>Course Description:</b></p> <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. 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>												
<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>- 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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- Organisation of Living Things	- Genetic Change											
- Biological Diversity	- Infectious Disease											
- Ecosystem Dynamics	- Non-infectious Disease and Disorders											
<p><b>Particular Course Requirements:</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 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).</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>● undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>● fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <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> <p>One fieldwork exercise <b>must</b> be completed in Year 11.</p> <p>It is strongly recommended that students who select Biology have good literacy skills and are considering Advanced English.</p>												
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hour examination</p>												

### Employment / University Opportunities:

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

BUSINESS STUDIES		Unit Value										
Board Developed Course		2										
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil											
<b>Cost Year 11:</b> Nil	<b>Cost Year 12:</b> \$40 HSC Case Study Fee											
<p><b>Course Description:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>												
<p><b>Main Topics Covered:</b></p> <table border="0"> <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
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- Nature of Business	- Operations											
- Business Management	- Marketing											
- Business Planning	- Finance											
	- Human Resources											
<p><b>Particular Course Requirements:</b></p> <p>It is recommended that students who select Business Studies have good literacy skills. A minimum C grade for Stage 5 English is recommended.</p>												
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hour examination</p>												

### 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> .		
<p><b>Course Description:</b></p> <p>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.</p> <p>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.</p> <p>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 in order to gain a better understanding of how chemicals interact.</p> <p>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.</p>		
<b>Main Topics Covered:</b>		
<u>Year 11 Course</u>	<u>Year 12 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>	<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>	
<b>Particular Course Requirements:</b>		
<p>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)</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>● undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>● fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <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> <p>It is recommended that students are studying Advanced Mathematics when taking Chemistry.</p>		
<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.



<b>CHINESE AND LITERATURE</b>		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>		
<p>In the Year 11 course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. Spoken exchanges are to be conducted in Putonghua.</p> <p>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.</p>		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	
<ul style="list-style-type: none"> <li>- the impact of a changing society on the individual</li> <li>- gender roles in today's society</li> <li>- the family in contemporary society</li> <li>- pressures on young people today</li> <li>- the place of education in young people's lives</li> <li>- the influence of traditional values on today's young people</li> <li>- economic growth and its impact</li> <li>- the impact of international influences on Chinese-speaking communities</li> </ul>	<ul style="list-style-type: none"> <li>- adapting to new cultures</li> <li>- the relationships between overseas Chinese and their homeland</li> <li>- the studies of Prescribed texts which include 2 novels, 2 songs, 1 poem and 2 movies</li> </ul>	
<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 CONTINUERS		Unit Value												
Board Developed Course		2												
<b>Prerequisites:</b> This is a follow-on course for students who have studied Chinese in Years 8 – 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> \$ 90	<b>Cost Year 12:</b> Nil													
<p><b>Course Description:</b></p> <p>The Year 11 and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students’ skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.</p> <p>Students’ language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes or studying the culture of Chinese-speaking communities through texts.</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>- Personal identity</td> <td>- Travel experiences</td> </tr> <tr> <td>- Education and aspirations</td> <td>- Tourism and hospitality</td> </tr> <tr> <td>- Recreation and leisure</td> <td>- History and culture</td> </tr> <tr> <td>- Lifestyles</td> <td>- Youth issues</td> </tr> <tr> <td></td> <td>- The world of work</td> </tr> </table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Personal identity	- Travel experiences	- Education and aspirations	- Tourism and hospitality	- Recreation and leisure	- History and culture	- Lifestyles	- Youth issues		- The world of work
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- Recreation and leisure	- History and culture													
- Lifestyles	- Youth issues													
	- The world of work													
<b>Particular Course Requirements:</b> Nil														
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hour written examination. A 10 minute oral examination.</p>														

**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.

<b>CHINESE IN CONTEXT</b>	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.	Exclusions: Chinese Beginners, Chinese Continuers, Chinese Extension, Chinese and Literature		
Cost: Nil			
<p><b>Course Description:</b></p> <p>The Year 11 course has as its organisational focus the study of Issues. The student's intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the Issues, viewed from one or more of three Perspectives and drawn from one or more of three Contexts.</p> <p>The Year 12 course continues to focus on the Issues, studied through the Perspectives using texts drawn from the Contexts. The student will gain a broader and deeper understanding of Chinese and will extend and refine their communication skills in Chinese. Students will explore in depth an area of interest related to one of the Issues through the Personal Investigation.</p>			
<p><b>Main Issues Covered:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> <li>• Young people and their relationships</li> <li>• Traditions and values in a contemporary society</li> <li>• The changing nature of work</li> <li>• The individual as a global citizen</li> <li>• Chinese identity in the international context two hour and 40 minute external written examination</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <p><u>Year 12 Course</u></p> <ul style="list-style-type: none"> <li>• Young people and their relationships</li> <li>• Traditions and values in a contemporary society</li> <li>• The changing nature of work</li> <li>• The individual as a global citizen</li> <li>• Chinese identity in the international context</li> </ul> </td> </tr> </table>		<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> <li>• Young people and their relationships</li> <li>• Traditions and values in a contemporary society</li> <li>• The changing nature of work</li> <li>• The individual as a global citizen</li> <li>• Chinese identity in the international context two hour and 40 minute external written examination</li> </ul>	<p><u>Year 12 Course</u></p> <ul style="list-style-type: none"> <li>• Young people and their relationships</li> <li>• Traditions and values in a contemporary society</li> <li>• The changing nature of work</li> <li>• The individual as a global citizen</li> <li>• Chinese identity in the international context</li> </ul>
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<b>Particular Course Requirements:</b> Nil			
<b>External Assessment:</b> HSC Examination – two hour and 40 minute external 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 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.

DANCE		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<b>Cost:</b> Nil		
<b>Course Description:</b>		
Year 11 Course Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.		
HSC Course Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology.		
<b>Main Topics Covered:</b>		
<u>Year 11 Course:</u> Components to be completed are:	<u>Year 12 Course:</u>	
<ul style="list-style-type: none"> <li>• Performance (40%)</li> <li>• Composition (30%)</li> <li>• Appreciation (30%)</li> </ul>	<ul style="list-style-type: none"> <li>• Core (60%) <ul style="list-style-type: none"> <li>- Performance 20%</li> <li>- Composition 20%</li> <li>- Appreciation 20%</li> </ul> </li> <li>• Major Study (40%) - Performance or Composition or Appreciation or Dance and Technology.</li> </ul>	
<b>Particular Course Requirements:</b>		
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.		
The published <i>Course Prescriptions</i> , which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.		
<b>External Assessment:</b> HSC examination – 1 hour external written examination. Practical exams; including Core Performance, Core Composition and (if selected) Major Study Performance/Composition/Dance and Technology.		

### Employment / University Opportunities:

Dancer/performer, Production roles, Primary & Secondary Education, Physiotherapy, Occupational Therapy, Fitness and Health-related Teachings including Pilates & Yoga, Arts Administration.

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.

DESIGN AND TECHNOLOGY		Unit Value		
Board Developed Course		2		
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil			
<b>Cost:</b> \$30				
<p><b>Course Description:</b></p> <p>Students study design processes, design theory and factors in relation to design projects. In the Year 11 course, students study designing and producing, which includes the completion of at least two design projects.</p> <p>In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.</p>				
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><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.</p> </td> <td style="vertical-align: top;"> <p><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.</p> </td> </tr> </table>			<p><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.</p>	<p><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.</p>
<p><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.</p>	<p><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.</p>			
<p><b>Particular Course Requirements:</b></p> <p>In the Year 11 course, students must participate in hands-on practical activities.</p> <p>In the HSC course the comprehensive study of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.</p>				
<p><b>External Assessment:</b></p> <p>HSC examination – 1 hour and 30 minute written examination. Major Design Project</p>				

**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
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil	
<b>Cost:</b> \$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>		
<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.	<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.	
<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)												
<p><b>Course Description:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>												
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td><u>Year 11 Course</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td>- Earth’s Resources</td> <td>- Earth’s Processes</td> </tr> <tr> <td>- Plate Tectonics</td> <td>- Hazards</td> </tr> <tr> <td>- Energy transformations</td> <td>- Climate Science</td> </tr> <tr> <td>- Human Impacts</td> <td>- Resource Management</td> </tr> </table>			<u>Year 11 Course</u>	<u>Year 12 Course:</u>	- Earth’s Resources	- Earth’s Processes	- Plate Tectonics	- Hazards	- Energy transformations	- Climate Science	- Human Impacts	- Resource Management
<u>Year 11 Course</u>	<u>Year 12 Course:</u>											
- Earth’s Resources	- Earth’s Processes											
- Plate Tectonics	- Hazards											
- Energy transformations	- Climate Science											
- Human Impacts	- Resource Management											
<p><b>Particular Course Requirements:</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 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)</p> <p>Practical investigations include:</p> <ul style="list-style-type: none"> <li>● undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>● fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <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> <p>One fieldwork exercise must be completed in both Year 11 and Year 12.</p> <p>A minimum C grade for Stage 5 Science is recommended as well as strong literacy skills.</p>												
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hour examination</p>												

### 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)				
<p><b>Course Description:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>				
<p><b>Main Topics Covered:</b></p> <table> <tr> <td> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> <li>- Introduction to Economics</li> <li>- Consumers and Business</li> <li>- Markets</li> <li>- Labour Markets</li> <li>- Financial Markets</li> <li>- Government in the Economy</li> </ul> </td> <td> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> <li>- The Global Economy</li> <li>- Australia's Place in the Global Economy</li> <li>- Economic Issues</li> <li>- Economic Policies and Management</li> </ul> </td> </tr> </table>			<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> <li>- Introduction to Economics</li> <li>- Consumers and Business</li> <li>- Markets</li> <li>- Labour Markets</li> <li>- Financial Markets</li> <li>- Government in the Economy</li> </ul>	<p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> <li>- The Global Economy</li> <li>- Australia's Place in the Global Economy</li> <li>- Economic Issues</li> <li>- Economic Policies and Management</li> </ul>
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<p><b>Particular Course Requirements:</b></p> <p>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.</p>				
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hour examination.</p>				

### 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
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil	
<b>Cost:</b> \$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>		
<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	<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	
<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.

ENGLISH: ADVANCED	Unit Value		
Board Developed Course	2		
<p><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.</p>	<p><b>Exclusions:</b> English Standard; English EAL/D; English Studies.</p>		
<p><b>Cost:</b> Nil</p>			
<p><b>Course Description:</b> In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning. Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives.</li> </ul>			
<p><b>Main Topics Covered:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Year 11 Course:</u> The course has three Modules: Common module: Reading to Write: Transition to Senior English. Module A: Narratives that Shape our World; Module B: Critical Study of Literature. In addition, students will produce a writing portfolio under the guidance of their class teacher.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Year 12 Course:</u> The course has four Modules: Common module: Texts and Human Experiences. Module A: Textual Conversations; Module B: Critical Study of Literature; Module C: The Craft of Writing. To be completed in stages with the other Modules. All four Modules are mandatory.</p> </td> </tr> </table>		<p><u>Year 11 Course:</u> The course has three Modules: Common module: Reading to Write: Transition to Senior English. Module A: Narratives that Shape our World; Module B: Critical Study of Literature. In addition, students will produce a writing portfolio under the guidance of their class teacher.</p>	<p><u>Year 12 Course:</u> The course has four Modules: Common module: Texts and Human Experiences. Module A: Textual Conversations; Module B: Critical Study of Literature; Module C: The Craft of Writing. To be completed in stages with the other Modules. All four Modules are mandatory.</p>
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<p><b>Particular Course Requirements:</b> Year 11 students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional texts and textual forms.</li> </ul> <p>Year 12 students are required to study:</p> <ul style="list-style-type: none"> <li>• at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used</li> <li>• at least two additional prescribed texts from the list provided in Module C: The Craft of Writing</li> <li>• at least one related text in the Common module: Texts and Human Experiences.</li> </ul>			
<p><b>External Assessment:</b> HSC – 2 written examinations.</p>			

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>			
<p><b>Cost:</b> Nil</p>				
<p><b>Course Description:</b></p> <p>The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.</p> <p>Across the English Standard Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives.</li> </ul>				
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<p><b>Particular Course Requirements:</b></p> <p>Year 11 students are required to study:</p> <p>one complex multimodal or digital text in Module A, Contemporary Possibilities. This may include the study of film.</p> <ul style="list-style-type: none"> <li>• one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional texts and textual forms.</li> </ul> <p>Year 12 students are required to study:</p> <ul style="list-style-type: none"> <li>• at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>• at least two additional prescribed texts from the list provided in Module C: The Craft of Writing</li> <li>• at least one related text in the Common module: Texts and Human Experiences.</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		
<p><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></p>	<p><b>Exclusions:</b> English Advanced; English Standard; English Studies; Extension English</p>			
<p><b>Cost:</b> Nil</p>				
<p><b>Course Description:</b></p> <p>The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English.</p> <p>The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English.</p> <p>Across the English EAL/D Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives.</li> </ul>				
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u> Students study four Modules: Module A: Language and Texts in Context; Module B: Close Study of Text; Module C: Texts and Society; Module D: optional teacher-developed module.</p> </td> <td style="vertical-align: top;"> <p><u>Year 12 Course:</u> Students study four Modules: Module A: Texts and Human Experiences; Module B: Language, Identity and Culture; Module C: Close Study of Text; Focus on Writing: to be completed concurrently with the other three Modules.</p> </td> </tr> </table>			<p><u>Year 11 Course:</u> Students study four Modules: Module A: Language and Texts in Context; Module B: Close Study of Text; Module C: Texts and Society; Module D: optional teacher-developed module.</p>	<p><u>Year 12 Course:</u> Students study four Modules: Module A: Texts and Human Experiences; Module B: Language, Identity and Culture; Module C: Close Study of Text; Focus on Writing: to be completed concurrently with the other three Modules.</p>
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<p><b>Particular Course Requirements:</b></p> <p>Year 11 students are required to:</p> <ul style="list-style-type: none"> <li>• study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>• study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• engage in regular wide reading connected to, and described in, each of the modules</li> <li>• engage in speaking and listening components in each module.</li> </ul> <p>Year 12 students are required to:</p> <ul style="list-style-type: none"> <li>• study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>• study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• study at least one related text in Module A: Texts and Human Experiences</li> <li>• engage in speaking and listening components in each module.</li> </ul>				
<p><b>External Assessment:</b> HSC – 2 written examinations AND 1 listening examination.</p>				

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 One 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 Two English course, they will need to be enrolled in the Advanced English course and the Extension One English course. They will also need to have demonstrated a strong aptitude for writing in a type of text, researching and be highly organised. Students will be invited to elect Extension 2 English.</p>	<p><b>Exclusions:</b> English Standard; English EAL/D; English Studies.</p>		
<p><b>Cost:</b> Nil</p>			
<p><b>Course Description:</b></p> <p>The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.</p> <p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.</p>			
<p><b>Main Topics Covered:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Year 11 Course:</u></p> <p>In the English Extension 1 Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Year 12 Course:</u></p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> </td> </tr> </table>		<p><u>Year 11 Course:</u></p> <p>In the English Extension 1 Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>The course has one mandatory module: Texts, Culture and Value as well as a related research project.</p>	<p><u>Year 12 Course:</u></p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p>
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<p><u>English Extension 2:</u></p> <p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>			

**Particular Course Requirements:**

Year 11 English Extension 1 students are required to:

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

Year 12 English Extension 1 students are required to study:

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

Year 12 English Extension 2 students are required to:

complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

**External Assessment:**

HSC – 1 written examination.

Extension 2 Major Work and Reflection Statement is submitted in August and externally assessed.

ENGLISH: ENGLISH STUDIES	Unit Value		
Board Developed Course	2		
<p><b>Course Entry Guidelines:</b>  Students considering this course should be advised that English Studies is a Stage 6 Board Developed Course (Category B). Students are able to 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 include 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.</p>	<p><b>Exclusions:</b>  English Advanced;  English Standard;  English EAL/D;  Extension English</p>		
<p><b>Cost:</b> Nil</p>			
<p><b>Course Description:</b></p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace 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.</p>			
<p><b>Main Topics Covered:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Year 11 Course:</u>  Students study 3-4 Modules:  Mandatory module: Achieving through English: English in education, work and community;  Students study 2–4 additional syllabus modules (selected based on their needs and interests).  Students may also study an optional teacher-developed module.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Year 12 Course:</u>  Students study 3-4 Modules:  Common module: <i>Texts and Human Experiences</i>  Students study 2–4 additional syllabus modules (selected based on their needs and interests).  Students may also study an optional teacher-developed module.</p> </td> </tr> </table>		<p><u>Year 11 Course:</u>  Students study 3-4 Modules:  Mandatory module: Achieving through English: English in education, work and community;  Students study 2–4 additional syllabus modules (selected based on their needs and interests).  Students may also study an optional teacher-developed module.</p>	<p><u>Year 12 Course:</u>  Students study 3-4 Modules:  Common module: <i>Texts and Human Experiences</i>  Students study 2–4 additional syllabus modules (selected based on their needs and interests).  Students may also study an optional teacher-developed module.</p>
<p><u>Year 11 Course:</u>  Students study 3-4 Modules:  Mandatory module: Achieving through English: English in education, work and community;  Students study 2–4 additional syllabus modules (selected based on their needs and interests).  Students may also study an optional teacher-developed module.</p>	<p><u>Year 12 Course:</u>  Students study 3-4 Modules:  Common module: <i>Texts and Human Experiences</i>  Students study 2–4 additional syllabus modules (selected based on their needs and interests).  Students may also study an optional teacher-developed module.</p>		
<p><b>Particular Course Requirements:</b></p> <p>In Year 11, students study the mandatory module, Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.  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 <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses where students study ONE text from the prescribed text list and one related text. Students analyse and explore texts and apply skills in synthesis.</p>			

ENTERPRISE COMPUTING		Unit Value		
Board Developed Course		2		
Prerequisites: Nil	Exclusions: Nil			
Cost: \$80 course fee per year				
<p><b>Course Description:</b></p> <p>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.</p> <p>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.</p> <p>This is a new course, being offered for the first time in 2024. As such, limited resources and samples are available at this time.</p>				
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> <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> <li>- Principles of cybersecurity, including understanding privacy and security; security awareness; and cyber law and ethics.</li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <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>			<p><u>Year 11 Course:</u></p> <ul style="list-style-type: none"> <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> <li>- Principles of cybersecurity, including understanding privacy and security; security awareness; and cyber law and ethics.</li> </ul>	<p><u>Year 12 Course:</u></p> <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>
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<p><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.</p>				
<p><b>External Assessment:</b></p> <p>The HSC examination will be 2 hours and 30 minutes undertaken using a computer.</p>				

**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>FRENCH BEGINNERS</b>	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> \$90 for workbooks															
<p><b>Course Description:</b></p> <p>In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.</p>															
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td><u>Year 11 Course:</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td>- Family life, home and neighbourhood</td> <td>- Family life, home and neighbourhood</td> </tr> <tr> <td>- People, places and communities</td> <td>- People, places and communities</td> </tr> <tr> <td>- Education and work</td> <td>- Education and work</td> </tr> <tr> <td>- Friends, recreation and pastimes</td> <td>- Friends, recreation and pastimes</td> </tr> <tr> <td>- Holidays, travel and tourism</td> <td>- Holidays, travel and tourism</td> </tr> <tr> <td>- Future plans and aspirations</td> <td>- Future plans and aspirations</td> </tr> </table>		<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Family life, home and neighbourhood	- Family life, home and neighbourhood	- People, places and communities	- People, places and communities	- Education and work	- Education and work	- Friends, recreation and pastimes	- Friends, recreation and pastimes	- Holidays, travel and tourism	- Holidays, travel and tourism	- Future plans and aspirations	- Future plans and aspirations
<u>Year 11 Course:</u>	<u>Year 12 Course:</u>														
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<b>Particular Course Requirements:</b> Nil															
<p><b>External Assessment:</b></p> <p>HSC Examination – two hour 40 minute written examination. A five minute oral examination.</p>															

### 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> \$ 70 for combined textbook / workbook																
<p><b>Course Description:</b></p> <p>In the French Continuers Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, as well as the speaking, listening, reading and writing skills to communicate in French. The student's skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect a variety of themes and associated topics.</p> <p>Tasks include conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes, studying French culture through texts. Topics studied through three interdependent perspectives: the Individual, the French-speaking communities and the Changing World, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.</p>																
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td><u>Year 11 Course:</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td>- Personal Identity</td> <td>- Daily Life/Lifestyles</td> </tr> <tr> <td>- Relationships</td> <td>- Arts and Entertainment</td> </tr> <tr> <td>- School life and Aspirations</td> <td>- Travel and Tourism</td> </tr> <tr> <td>- Leisure and Interests</td> <td>- The World of Work</td> </tr> <tr> <td></td> <td>- Current Issues</td> </tr> <tr> <td></td> <td>- The Young Person's World</td> </tr> </table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Personal Identity	- Daily Life/Lifestyles	- Relationships	- Arts and Entertainment	- School life and Aspirations	- Travel and Tourism	- Leisure and Interests	- The World of Work		- Current Issues		- The Young Person's World
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- School life and Aspirations	- Travel and Tourism															
- Leisure and Interests	- The World of Work															
	- Current Issues															
	- The Young Person's World															
<b>Particular Course Requirements:</b> Nil																
<p><b>External Assessment:</b></p> <p>HSC Examination – two hour 50 minute written examination. A ten minute oral examination.</p>																

### 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.

<b>GEOGRAPHY</b>		Unit Value										
Board Developed Course		2										
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil											
<b>Cost:</b> Excursions: Mandatory Fieldwork Component in both Year 11 and Year 12.												
<p><b>Course Description:</b></p> <p>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.</p> <p>Geography course content also relates to content covered in Business Studies, Economics, Society &amp; Culture, Legal Studies, Biology, Chemistry and Earth &amp; Environmental Science and so it is a useful complement to these subjects.</p> <p>The course is a good option for students who favour maths and sciences as an additional course to make up their unit total. 20 marks in the HSC examination are for the application of geographic skills (eg: gradient, bearing etc). A comparatively low state cohort means that students who perform highly, are at a considerable advantage.</p> <p>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.</p>												
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td><u>Year 11 Course:</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td>- Earth's natural systems</td> <td>- Global sustainability</td> </tr> <tr> <td>- People, patterns and processes</td> <td>- Rural and urban places</td> </tr> <tr> <td>- Human-environment Interactions</td> <td>- Ecosystems and global biodiversity</td> </tr> <tr> <td>- Geographical investigation</td> <td></td> </tr> </table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- Earth's natural systems	- Global sustainability	- People, patterns and processes	- Rural and urban places	- Human-environment Interactions	- Ecosystems and global biodiversity	- Geographical investigation	
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- People, patterns and processes	- Rural and urban places											
- Human-environment Interactions	- Ecosystems and global biodiversity											
- Geographical investigation												
<p><b>Particular Course Requirements:</b></p> <p>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.</p>												
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hour written examination.</p>												

### 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.

#### [RETURN TO CONTENTS](#)

Year 11 Senior Studies Guide 2024-2025

*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.*

<b>INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES</b>		Unit Value
Board Developed Course		2
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Other Industrial Technologies	
<b>Cost:</b> \$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>		
<u>Year 11 Course:</u> The following sections are taught in relation to the relevant focus area:		<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 – 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>		<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>
<b>Particular Course Requirements:</b>		
In the Year 11 course, students must design, develop and construct a number of projects (at least one group project). 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.

<b>INDUSTRIAL TECHNOLOGY: MULTIMEDIA TECHNOLOGIES</b>		Unit Value												
Board Developed Course		2												
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Other Industrial Technology courses													
<b>Cost:</b> \$80 course fee per year (plus the cost of Major Project & Documentation production)														
<p><b>Course Description:</b></p> <p>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.</p> <p>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.</p> <p>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.</p>														
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	- Industry study: a firsthand study of a multimedia business													
<p><b>Particular Course Requirements:</b></p> <p>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.</p>														
<p><b>External Assessment:</b></p> <p>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.</p> <p>40 marks – a written exam paper of one and a half hours covering content from all sections.</p>														

### 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		
<p><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></p>		<p><b>Exclusions:</b> Japanese Continuers, Japanese in Context, Japanese and Literature</p>		
Cost Yr 11: \$65	Cost Yr 12: \$30			
<p><b>Course Description:</b></p> <p>In the Year 11 and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, the personal world and the Japanese-speaking communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>				
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<p><b>Particular Course Requirements:</b> Nil</p>				
<p><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.</p>				

### 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 8-10 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> \$65 (Year 11), \$65 (Year 12)																		
<p><b>Course Description:</b></p> <p>The Year 11 and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p> <p>Students' language skills are developed through tasks such as conversation, responding to an aural stimulus, responding to a variety of written material, writing for a variety of purposes or studying the culture of Japanese-speaking communities through texts.</p>																		
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<b>Particular Course Requirements:</b> Nil																		
<p><b>External Assessment:</b></p> <p>HSC examination – a three hour written examination, including listening, reading and writing skills. A ten minute oral examination.</p>																		

### 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)												
<p><b>Course Description:</b></p> <p>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.</p> <p>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.</p> <p>Legal Studies concepts also relate to content covered in Modern History, Economics and Business Studies; and so is a useful complement to these subjects.</p> <p>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.</p> <p>For more detailed information, students are encouraged to review the <a href="#">NESA Legal Studies Syllabus</a></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>- The Legal System</td> <td>- Crime</td> </tr> <tr> <td>- The Individual and the Law</td> <td>- Human Rights</td> </tr> <tr> <td>- Law in Practice</td> <td>- Consumers</td> </tr> <tr> <td></td> <td>- World Order</td> </tr> </table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	- The Legal System	- Crime	- The Individual and the Law	- Human Rights	- Law in Practice	- Consumers		- World Order
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- The Legal System	- Crime											
- The Individual and the Law	- Human Rights											
- Law in Practice	- Consumers											
	- World Order											
<p><b>Particular Course Requirements:</b></p> <p>It is recommended that students who select Legal Studies have strong literacy skills. A minimum B grade for Stage 5 English is recommended.</p>												
<p><b>External Assessment:</b></p> <p>HSC examination – a 3 hour written paper.</p>												

### 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 Business, Marketing, Commerce, Economics or Law 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.



<b>MATHEMATICS: STANDARD</b>		Unit Value
Board Developed Course <b>Year 11</b>		2
<b>Prerequisites:</b> The Mathematics Standard course is developed on the assumption that students have achieved up to and including the content and outcomes of all substrands of Stage 5.1 and most substrands of Stage 5.2.	<b>Exclusions:</b> Mathematics, Mathematics Extension 1	
<b>Cost:</b> Nil		
<b>Course Description:</b>  Mathematics Standard provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling to solve problems related to their present and future needs. It provides an appropriate mathematics background for students entering the workforce or undertaking further 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> <b>Year 11</b> Topics: <ul style="list-style-type: none"> <li>• Formulae and Equations</li> <li>• Linear Relationships</li> <li>• Applications of Measurement</li> <li>• Working with Time</li> <li>• Money Matters</li> <li>• Data Analysis</li> <li>• Relative Frequency and Probability</li> </ul>		
<b>Particular Course Requirements:</b> <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements</a>		

<b>MATHEMATICS: STANDARD 1</b>	Unit Value
Board Developed Course Year 12 only	2
Prerequisites: The Mathematics Standard course is developed on the assumption that students have achieved up to and including the content and outcomes of all substrands of Stage 5.1 and some substrands of Stage 5.2.	Exclusions: Mathematics, Mathematics Extension 1
Cost: Nil	
<p><b>Course Description:</b></p> <p>Mathematics Standard 1 provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling to solve problems related to their present and future needs. It provides an appropriate mathematics background for students entering the workforce or undertaking further tertiary training. All students studying this course will sit for an HSC examination.</p>	
<p><b>Main Topics Covered:</b></p> <p><b>Year 12</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Right-angled Triangles</li> <li>• Rates</li> <li>• Scale Drawings</li> <li>• Investment</li> <li>• Depreciation and Loans</li> <li>• Further Statistical Analysis</li> <li>• Network and Paths</li> </ul>	
<p>Particular Course Requirements:</p> <p><a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements</a></p>	
<p>External Assessment:</p> <p>HSC examination – 2 hours plus 10 minutes reading time written paper. A reference sheet including appropriate formulae will be provided.</p> <p><u>NESA approved calculators.</u></p>	

<b>MATHEMATICS: STANDARD 2</b>		Unit Value
Board Developed Course <b>Year 12 only</b>		2
<b>Prerequisites:</b> The Mathematics Standard course is developed on the assumption that students have achieved up to and including the content and outcomes of all substrands of Stage 5.1 and most substrands of Stage 5.2.	<b>Exclusions:</b> Mathematics, Mathematics Extension 1	
<b>Cost:</b> Nil		
<p><b>Course Description:</b></p> <p>Mathematics Standard 2 provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling to solve problems related to their present and future needs. It provides an appropriate mathematics background for students entering the workforce or undertaking further tertiary training. All students studying this course will sit for an HSC examination.</p> <p>For students who intend to study the Year 12 Mathematics Standard 2 Course, it is recommended that they have studied for following 5.2 substrands: Area and surface area, financial mathematics, linear relationships, non-linear relationships, right-angled triangles(trigonometry), singles variable data analysis, volume, some content from equations and probability.</p>		
<p><b>Main Topics Covered:</b></p> <p><b>Year 12</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Non-right-angled Triangles</li> <li>• Rates and Ratios</li> <li>• Investments and Loans</li> <li>• Annuities</li> <li>• Bivariate Data Analysis</li> <li>• The Normal Distribution</li> <li>• Network Concepts</li> <li>• Critical Path Analysis</li> </ul>		
<p><b>Particular Course Requirements:</b></p> <p><a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/course-structure-and-requirements</a></p>		
<p><b>External Assessment:</b></p> <p>HSC examination – 2 hour and 30 minutes plus 10 minutes reading time written paper. A reference sheet will be provided.</p> <p><u>NESA approved calculators.</u></p>		

<b>MATHEMATICS ADVANCED</b>	Unit Value		
Board Developed Course	2		
<b>Prerequisites:</b> The course is developed on the assumption that students have achieved outcomes of all substrands of Stage 5.1, 5.2 and most substrands of 5.3. Suitable candidates for the course should aim for a minimum of 80% in Stage 5.2 or 55% in Stage 5.3.	<b>Exclusions:</b> Mathematics Standard		
<b>Cost:</b> Nil			
<p><b>Course Description:</b></p> <p>The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of view the world to investigate order, relation, pattern, uncertainty and generality.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> <li>• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>• provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role</li> <li>• provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</li> </ul>			
<p><b>Main Topics Covered:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 11 Topics:</p> <ul style="list-style-type: none"> <li>• Working with Functions</li> <li>• Trigonometric and Measure of Angles</li> <li>• Trigonometric Functions and Identities</li> <li>• Introduction to Differentiation</li> <li>• Logarithms and Exponentials</li> <li>• Probability and Discrete Probability Distributions</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>Year 12 Topics:</p> <ul style="list-style-type: none"> <li>• Graphing Techniques</li> <li>• Trigonometric Functions and Graphs</li> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> <li>• Modelling Financial Situations</li> <li>• Descriptive Statistics and Bivariate Data Analysis</li> <li>• Random Variables</li> </ul> </td> </tr> </table>		<p>Year 11 Topics:</p> <ul style="list-style-type: none"> <li>• Working with Functions</li> <li>• Trigonometric and Measure of Angles</li> <li>• Trigonometric Functions and Identities</li> <li>• Introduction to Differentiation</li> <li>• Logarithms and Exponentials</li> <li>• Probability and Discrete Probability Distributions</li> </ul>	<p>Year 12 Topics:</p> <ul style="list-style-type: none"> <li>• Graphing Techniques</li> <li>• Trigonometric Functions and Graphs</li> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> <li>• Modelling Financial Situations</li> <li>• Descriptive Statistics and Bivariate Data Analysis</li> <li>• Random Variables</li> </ul>
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<p><b>Particular Course Requirements:</b>  <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017/course-structure-and-requirements">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017/course-structure-and-requirements</a></p>			
<p><b>External Assessment:</b>  HSC examination – 3 hours plus 10 minutes reading time written paper.  A reference sheet will be provided.</p> <p><u>NESA approved calculators.</u></p>			

<b>MATHEMATICS EXTENSION 1</b>	Unit Value		
Board Developed Course	1		
<p><b>Prerequisites:</b> The course is developed on the assumption that students have achieved outcomes of all substrands of Stages 5.1, 5.2 and 5.3. They will need to have demonstrated the ability, necessary skills and application to cope with the demands of this course through their exam results, classwork and rank. Students need to meet benchmark criteria of 75% and be ranked in the top 50 in Stage 5.3. The Head Teacher 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 and Mathematics Extension 1 in Year 11. Student performance will be reviewed regularly during the first term of the Year 11 course. (ie: Term 1 2024) and parents will be notified of any concerns.</p>	<p><b>Exclusions:</b> Mathematics Standard</p>		
<p><b>Cost:</b> Nil</p>			
<p><b>Course Description:</b></p> <p>The content of this course will provide opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively including many which are applicable to the real world.</p> <p>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. These pathways may include science, engineering, finance and economics. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course at HSC level.</p>			
<p><b>Main Topics Covered:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 11</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Combinatorics</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>Year 12</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Vectors</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Statistical Analysis</li> </ul> </td> </tr> </table>		<p>Year 11</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Combinatorics</li> </ul>	<p>Year 12</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Vectors</li> <li>• Trigonometric Functions</li> <li>• Calculus</li> <li>• Statistical Analysis</li> </ul>
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<p><b>External Assessment:</b>  HSC examination – 2 hours plus 10 minutes reading time written paper.  A reference sheet will be provided.</p> <p><u>NESA approved calculators.</u></p>			

<b>MATHEMATICS EXTENSION 2</b>	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 studied the content and achieved the outcomes of the Mathematics Advanced course and the Mathematics Extension 1 Year 11 course. 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 exam results, classwork and rank. Students need to attain 80% in Mathematics Extension 1, 85% in Mathematics (2 unit) and should be ranked in the top 24 Year 11 Extension 1 students. The Head Teacher Mathematics 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 Extension 1 and Extension 2 in Year 12. Student performance will be reviewed regularly during the first term of the Year 12 course. (ie: Term 4 2024) and parents will be notified of any concerns.</p> <p>Students need to maintain 12 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</p>
<b>Cost:</b> Nil	
<p><b>Course Description:</b></p> <p>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.</p> <p>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. These pathways may include science, engineering, finance and economics.</p>	
<p><b>Main Topics Covered:</b></p> <p>Year 12 Topics:</p> <ul style="list-style-type: none"> <li>• The Nature of Proof</li> <li>• Further Proof by Mathematical Induction</li> <li>• Further Work with Vectors</li> <li>• Introduction to Complex Numbers</li> <li>• Using Complex Numbers</li> <li>• Further Integration</li> <li>• Applications of Calculus to Mechanics</li> </ul>	
<p><b>Particular Course Requirements:</b></p> <p><a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017/course-structure-and-requirements">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017/course-structure-and-requirements</a></p>	
<p><b>External Assessment:</b></p> <p>HSC examination – 3 hours plus 10 minutes reading time written paper. A reference sheet will be provided.</p> <p><u>NESA approved calculators.</u></p>	

<b>MODERN HISTORY</b>		Unit Value				
Board Developed Course		2				
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil					
<b>Cost:</b> Nil						
<b>Course Description:</b>						
<p>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.</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 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.</p>						
<b>Topics may include:</b>						
<table> <tr> <td><u>Year 11 Course:</u></td> <td><u>Year 12 Course:</u></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>- The Downfall of the Romanov Dynasty</li> <li>- The Cuban Revolution</li> <li>- World War 1</li> <li>- The Meiji Restoration</li> <li>- Historical Investigation</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- Core Study: Power &amp; Authority, including the Nazi Regime to 1939</li> <li>- Russia and the Soviet Union</li> <li>- Conflict in Europe from 1935-1945</li> <li>- Apartheid in South Africa</li> </ul> </td> </tr> </table>			<u>Year 11 Course:</u>	<u>Year 12 Course:</u>	<ul style="list-style-type: none"> <li>- The Downfall of the Romanov Dynasty</li> <li>- The Cuban Revolution</li> <li>- World War 1</li> <li>- The Meiji Restoration</li> <li>- Historical Investigation</li> </ul>	<ul style="list-style-type: none"> <li>- Core Study: Power &amp; Authority, including the Nazi Regime to 1939</li> <li>- Russia and the Soviet Union</li> <li>- Conflict in Europe from 1935-1945</li> <li>- Apartheid in South Africa</li> </ul>
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<b>Particular Course Requirements: NIL</b>						
<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.

<b>MUSIC 1</b>		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.  <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Year 11 Course:</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.         </td> <td style="width: 50%; vertical-align: top;"> <u>Year 12 Course:</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.         </td> </tr> </table>			<u>Year 11 Course:</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.	<u>Year 12 Course:</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.
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<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		
<p><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.</p>	<p><b>Exclusions:</b> Nil</p>			
<p><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.</p>				
<p><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.</p> <p>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.</p>				
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td> <p><u>Year 11 Course:</u></p> <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> <p><u>Year 12 Course:</u></p> <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>			<p><u>Year 11 Course:</u></p> <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>	<p><u>Year 12 Course:</u></p> <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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<p><b>Particular Course Requirements:</b> Nil.</p>				
<p><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.</p>				

### 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.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION		Unit Value		
Board Developed Course		2		
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil			
<b>Cost:</b> Nil				
<p><b>Course Description:</b></p> <p>The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.</p> <p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>				
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<b>Particular Course Requirements:</b> Nil				
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hours</p> <p>20 Multiple Choice (20 marks core 1 and 2 only), short answer responses based on Core 1 and 2 (40 marks), short answer and extended response based on the two options studied (40 marks).</p>				

### 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.

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)												
<p><b>Course Description:</b></p> <p>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.</p> <p>The problem-solving nature of Physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>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 provides the unifying link between interdisciplinary studies.</p>												
<p><b>Main Topics Covered:</b></p> <table border="0"> <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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- Kinematics	- Advanced Mechanics											
- Dynamics	- Electromagnetism											
- Waves and Thermodynamics	- The Nature of Light											
- Electricity and Magnetism	- From the Universe to the Atom											
<p><b>Particular Course Requirements:</b></p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 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:</p> <ul style="list-style-type: none"> <li>● undertaking laboratory experiments, including the use of appropriate digital technologies</li> <li>● fieldwork.</li> </ul> <p>Secondary-sourced investigations include:</p> <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> <p>It is recommended that students are studying Advanced Mathematics when choosing Physics</p>												
<p><b>External Assessment:</b></p> <p>HSC Examination – 3 hour examination (+ 5 minutes reading time)</p>												

### Employment / University Opportunities:

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

SCIENCE EXTENSION		Unit Value
Board Developed Course		1
<b>Prerequisites:</b> Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.	<b>Co-requisite</b> courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.	
<b>Cost:</b> NIL		
<b>Recommendation:</b> Students who achieve a rank in the top 10% of a specific subject cohort will be invited to join this class either at the end of Term 3 or the beginning of Term 4 (after Year 11 results have been finalised).		
<p><b>Course Description:</b></p> <p>The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal. Students interrogate and refine their ideas of and about science through analysing historic and cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time. Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practising research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets. Science Extension is designed for students with an interest in scientific research. The course lays a foundation for students planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level, and to engage in new and emerging industries.</p>		
<p><b>Main Topics Covered:</b></p> <p><u>Year 12 Course:</u></p> <ul style="list-style-type: none"> <li>- Foundations of Scientific Theory</li> <li>- The Data, Evidence and Decisions</li> <li>- The Scientific Research Proposal</li> <li>- The Scientific Research Report</li> </ul>		
<p><b>Particular Course Requirements:</b> Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report and Portfolio produced in this course may be an extension of, but must not overlap with or significantly duplicate, any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics courses.</p>		
<p><b>External Assessment:</b></p> <p>HSC Examination – 2 hour examination + 5 minutes reading time</p>		

### Employment / University Opportunities:

Any research role in the various fields of Science: Biology, Chemistry, Earth and Environmental Science or Physics

<b>SOCIETY AND CULTURE</b>		Unit Value										
Board Developed Course		2										
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil											
<b>Cost:</b> Nil (excursions as they arise)												
<p><b>Course Description:</b></p> <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 demanding. Students should familiarise themselves with the Personal Interest Project, which constitutes 40% of the external mark for the HSC.</p>												
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td><u>Year 11 Course:</u></td> <td><u>HSC Course:</u></td> </tr> <tr> <td>- The Social and Cultural World</td> <td>- Social and Cultural Continuity and Change</td> </tr> <tr> <td>- Personal and Social Identity</td> <td>- Belief Systems and Ideologies</td> </tr> <tr> <td>- Intercultural Communication</td> <td>- Social Inclusion and Exclusion</td> </tr> <tr> <td></td> <td>- Personal Interest Project</td> </tr> </table>			<u>Year 11 Course:</u>	<u>HSC Course:</u>	- The Social and Cultural World	- Social and Cultural Continuity and Change	- Personal and Social Identity	- Belief Systems and Ideologies	- Intercultural Communication	- Social Inclusion and Exclusion		- Personal Interest Project
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- Personal and Social Identity	- Belief Systems and Ideologies											
- Intercultural Communication	- Social Inclusion and Exclusion											
	- Personal Interest Project											
<p><b>Particular Course Requirements:</b></p> <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>												
<p><b>Assessment:</b></p> <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				
<p><b>Course Description:</b></p> <p>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.</p> <p>This is a new course, being offered for the first time in 2024. As such, limited resources and samples are available at this time.</p>				
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <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> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <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> </td> </tr> </table>			<p><u>Year 11 Course:</u></p> <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>	<p><u>Year 12 Course:</u></p> <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>
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<p><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.</p>				
<p><b>External Assessment:</b></p> <p>The HSC examination will be 2 hours and 30 minutes undertaken using a computer. An understanding of the Python programming language is assumed.</p>				

**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.

<b>TEXTILES AND DESIGN</b>		Unit Value										
Board Developed Course		2										
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil											
<b>Cost:</b> \$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%) 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 possible additional expenses for the production of the body of work.				
<p><b>Course Description:</b></p> <p>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.</p>				
<p><b>Main Topics Covered:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>Year 11 Course:</u></p> <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 style="vertical-align: top; padding-left: 20px;"> <p><u>Year 12 Course:</u></p> <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>			<p><u>Year 11 Course:</u></p> <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>	<p><u>Year 12 Course:</u></p> <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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<p><b>Particular Course Requirements:</b></p> <p>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.</p>				
<p><b>External Assessment:</b></p> <p>HSC Course:  Practical Body of Work 50%  HSC examination – 1 hour 30 minutes written paper (50%)</p>				

### 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, Practising 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, Mazthematics 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, record and 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 in order 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>		
<p>Particular Course Requirements:</p> <p>NIL.</p>		
<p>Assessment:</p> <p>NO external assessment</p>		

SPORT LEISURE AND RECREATION		Unit Value
Board Endorsed Course		2
<b>Prerequisites:</b> Nil	<b>Exclusions:</b> Nil	
<b>Cost:</b> Nil		
<b>Course Description:</b>		
<p>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.</p> <p>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.</p>		
<b>Main Topics Covered:</b>		
<p>Fitness and Resistance Training  Games and Sport Application  Outdoor Recreation  Sports Injuries</p>		
<b>Particular Course Requirements:</b> NIL		
<b>Assessment:</b>		
NO external assessment		

**Employment / University Opportunities:**

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

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 it is possible for students to 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.



## PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

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

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

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

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

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

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

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

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

#### Work Placement

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

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

Chatswood High School will offer the following Vocational Education and Training subjects in 2024:

- Entertainment Industry (2 Units in Year 11 & 12) + specialisation (1 unit in Year 12)
- Financial Services
- Hospitality

Vocational Education and Training courses provide students with the opportunity to gain a:

- industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF)
- NSW Higher School Certificate (HSC)
- ATAR
- range of technical, personal and organisational skills highly valued by employers.

### **School based assessment**

VET courses are competency based. This means that after students develop industry specific knowledge and skills, they are then given opportunities to demonstrate these to an industry standard. These can be in both a written and/or practical form. VET teachers, who have specialised industry expertise, are qualified assessors.

### **HSC examination**

The HSC examination for a VET course is optional, however it must be undertaken by any student wishing to achieve an ATAR. The HSC written examination made up of multiple choice, short answer questions and extended responses.

This examination is independent of the competency-based assessment and has no impact on a student receiving AQF qualifications.

### **Work placement**

Work placement is a mandatory component of all VET subjects. Students are required to complete a total of 70 hours (35 hours in Year 11 and 35 hours in Year 12) of industry-specific work placement.

Failure to complete work placement will result in an automatic 'N' determination in that subject which may jeopardise both HSC and/or ATAR eligibility.

Students who can provide evidence of recent or relevant experience in the industry relevant to their course can apply for Recognition of Prior Learning (RPL). These students should seek the advice of their VET teacher or VET Coordinator.

## **REFUND POLICY**

VET courses will have a fee that covers the use of consumable resources. If a student decides to leave the course, they are entitled to a refund of fees on a pro-rata basis.

VET courses can be taken by any students including those with special education needs. Successful participation in VET courses for students with special education needs requires:

- ongoing partnerships between the schools and students, parents, teachers, employers and others in the community
- collaborative curriculum planning
- appropriate learning and assessment strategies
- consultation on whether the student needs support to undertake work placement.

### Assessment

All students undertaking VET courses, including students with special education needs, *are subject to the same assessment requirements.*

Reasonable adjustments may be made to assist students to develop their skills and knowledge to an industry standard and achieve competency. Where adjustments to delivery and assessment are made, the industry competency standards need to be met.

OR

Adjustments to delivery and assessment may be made to assist students to develop their skills and knowledge to an industry standard and achieve competency. However, where adjustments are made, the industry competency standards need to be met.

### Work placement

All students, including students with special education needs, must complete mandatory work placement requirements.

This should be taken into consideration *before* choosing a VET course.



**2024 Financial Services Course Descriptor**  
**FNS30120 Certificate III in Financial Services (Release 4)**  
**RTO - Department of Education - 90222, 90072**

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

Course: **Financial Services**  
 Board Developed Course (240 hour)

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of FNS30120 Certificate III in Financial Services (Release 4) <https://training.gov.au/Training/Details/FNS30122>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**ENTRY REQUIREMENTS**

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

**Financial Services Training Package (FNS 8.2) Units of Competency**

Core		Elective	
FNSINC311	Work together in the financial services industry	FNSACC323	Perform financial calculations
		BSBINS309	Maintain business records
		FNSACM313	Process authorised payments
		FNSRTS308	Balance cash holdings
		FNSRTS311	Provide customer service in a retail agency
		BSBWHS211	Contribute to health and safety of self and others
		BSBTEC302	Design and produce spreadsheets
		FNSACM312	Reconcile financial transactions
		FNSFLT311	Develop and apply knowledge of personal finances
<b>Elective</b>			
BSBXCM301	Engage in workplace communication		
FNSACC321	Process financial transactions and extract interim reports		

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

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

<ul style="list-style-type: none"> <li>customer (client) service</li> <li>organising information and records in both paper and electronic forms</li> </ul>	<ul style="list-style-type: none"> <li>teamwork</li> <li>using technologies</li> <li>creating documents</li> </ul>
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**EXAMPLES OF OCCUPATIONS IN THE FINANCIAL SERVICES INDUSTRY:**

Administration/receptionist	Junior administrator	Records officer
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**Mandatory HSC Course Requirements**  
 Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

**External Assessment (optional HSC examination for ATAR purposes)**  
 The Higher School Certificate examination for 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 the eligibility of a student to receive a vocational qualification.


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

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

<b>Course Cost: Preliminary - NIL HSC - NIL</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
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A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

 <p>Education</p>	<b>2024 Cookery Course Descriptor</b> <b>SIT20421 Certificate II in Cookery – Release 1</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b>	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
<b>Course: Hospitality</b> Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) <a href="https://training.gov.au/Training/Details/SIT20421">https://training.gov.au/Training/Details/SIT20421</a> . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
<b>Entry Requirements</b> You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a kitchen environment and be able to use a personal digital device including a personal computer or laptop.		
<b>Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency</b>		
<b>Core</b> SITXFSA005 Use hygienic practices for food safety SITXWHS005 Participate in safe work practices SITHCCC023 Use food preparation equipment SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC034 Work effectively in a commercial kitchen SITHKOP009 Clean kitchen premises and equipment SITXINV006 Receive, store and maintain stock	<b>Elective</b> SITXFSA006 Participate in safe food handling practices SITHCCC025 Prepare and present sandwiches SITHCCC024 Prepare and present simple dishes SITHCCC026 Packaged prepared foodstuffs SITXCOM007 Show social and cultural sensitivity SITXCCS011 Interact with customers	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
<b>Pathways to Industry - Skills gained in this course transfer to other occupations</b>		
Working within the hospitality industry involves <ul style="list-style-type: none"> <li>▪ organising information and records in both paper and electronic forms</li> <li>▪ customer (client) service</li> </ul>	<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>	
<b>Examples of occupations in the hospitality (kitchen operations) industry:</b>		
<ul style="list-style-type: none"> <li>• breakfast cook</li> <li>• catering assistant</li> </ul>	<ul style="list-style-type: none"> <li>• fast food cook</li> <li>• sandwich hand</li> </ul>	<ul style="list-style-type: none"> <li>• take-away cook</li> <li>• function cook</li> </ul>
<b>Mandatory HSC Course Requirements</b>		
Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.		
<b>External Assessment (optional HSC examination for ATAR purposes)</b>		
The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
<b>Competency-Based Assessment</b>		
In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.		
<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>Course Cost: Preliminary - \$250.00 HSC - \$250.00</b> <b>School Specific equipment and associate requirements for students</b>	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: <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> VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>		
2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i>		



## 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. There are 2 types of EVET courses:

- ATAR (These contribute to the HSC and can be counted towards an ATAR)
- non-ATAR (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 held on one afternoon per week with classes usually starting at 2pm and finishing by 6pm. 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 needs to be given to the Careers Adviser at Chatswood High School on return to school.
- At the successful completion of Term 1 or 10 weeks of your EVET course, a student can drop a school subject. Dropping 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.
- If you select a TVET course which you do not wish to continue in Year 12, and you wish to drop a school based course, you may be limiting your options for an ATAR or in some cases, your HSC. Consult the Careers Adviser prior to making your application.
- School based Traineeships and Apprenticeships may be available for some courses.

#### To apply:

1. Students need to complete the CHS [External Studies Application Form](#) and an 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 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 their completing their HSC.

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

Some apprenticeships and traineeships can also contribute towards the ATAR.

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 Collage of Languages!

The Secondary Collage 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 Collage 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

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 Distance Education and can be contacted at school for further information.

### 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. Students will be interviewed individually by a member of the Subject Selection team. They then submit their subject choices through the CHS subject selection web address, using Edval Choice software.

There is also an External Studies application form for study of a TAFE 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:

TAFE	Ms Stacey, Careers Adviser
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 NESAs 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 NESAs. 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 NESAs.

### **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 STUDIES FORM

Use this form if you intend to apply for a TAFE, 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:

TAFE	Ms Stacey, Careers Adviser
Secondary Collage of Languages	Ms Zhang, Head Teacher Languages
NSW School of 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: \_\_\_\_\_

#### TAFE VET COURSE

Course	TAFE at which you will be studying	Number of Units

#### SECONDARY COLLAGE 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

## 2023 EVET COURSE EXPRESSION OF INTEREST

*(This form should be completed and returned to EVET Co-ordinator Ms Stacey no later than Friday 19 August 2023)*

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, TAFE makes the final selection. Issuing course offers in Oct/Nov. 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: .....

### 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?)

.....

How does this course align with your career goals?

.....



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?)

.....

How does this course align with your career goals?

.....

.....

.....