



Byron Bay High School



Handbook for Senior Courses 2024 - 2025

Principal: Ms Janine Marcus
Deputy Principal: Mr Warren Lee



Foreword

Dear Year 10 students and parents,

On behalf of the school, I would like to thank you for choosing Byron Bay High School as your school. We are extremely proud of our school and our students' amazing achievements. I know that in the next two years you have the opportunity to enjoy the very highest standards of academic, sporting and cultural success.

Byron Bay High School is a comprehensive, co-educational high school that focuses on achieving excellent student outcomes. We are fortunate to enjoy high quality buildings and facilities in a unique bush and beach setting. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

Students have many expectations of senior school. They expect courses which provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and secure environment as well as embrace the ethics, values and standards of the school and community.

This publication contains the subject and assessment information for your Year 11 courses. Please ensure that you read the information inside carefully. I would urge you to choose the courses in which you have an interest and not the subjects which your friends may be taking.

Topics and options that are listed in this booklet may vary due to syllabus changes. Likewise, the assessment advice listed is a guide only. All students will be issued with an official assessment book at the beginning of Year 11. Not all the subjects that are listed in the book may run. This will depend on the student demand for that course.

I would like to wish you good luck and encourage you to work hard to achieve your best possible result in your senior years at Byron Bay High School. Be positive and optimistic. This will be a fantastic year and one you will never forget.

Ms Janine Marcus
Principal

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In this guide, we use the following abbreviations:

- **AQF** (Australian Qualifications Framework)
- **ATAR** (Australian Tertiary Admission Rank)
- **HSC** (Higher School Certificate)
- **NESA** (New South Wales Education Standards Authority)
- **RoSA** (Record of School Achievement)
- **RPL** (Recognition of Prior Learning)
- **RTO** (Registered Training Organisation)
- **TAFE NSW** (Technical and Further Education New South Wales)
- **UAC** (Universities Admissions Centre)
- **VET** (Vocational Education and Training)
- **TVET** (TAFE provided Vocational Education and Training)

The Higher School Certificate

The Education Act 1990 (NSW) governs the award of the HSC. The NSW Education Standards Authority (NESA), under this Act, grants certificates to students who comply with the Act and NESA requirements. The main rules and requirements for the HSC are set out in this document.

Pattern of Study

- English is the only mandatory Higher School Certificate subject. Students must choose an English course of 2-unit value within their pattern of study.
- To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least **12 units** and a Year 12 pattern of study comprising at least **10 units**.

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- and at least four subjects.

- To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

Course Requirements

- Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination. Consult each course page for details regarding Prerequisites, Corequisites, Eligibility and Exclusions.

A **prerequisite** is a requirement as a prior condition of enrolling in, or electing to study, the given course.

A **corequisite** means a course or other requirement that a student must take at the same time as the given course.

An **exclusion** means a course/s that cannot be taken at the same time as the given course.

Eligibility refers to having the necessary qualities or satisfying the necessary conditions for a given course. There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience. Please seek advice from the relevant Head Teacher.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, HSC rules and processes, and prerequisites on the NESA website within the [HSC Rules and Procedures Guide for Students](#).

- NESA has determined specific course completion criteria which includes the time requirements for students to meet course outcomes. Students may decide to change from a previously selected course of study. Changes can only be approved in the very early stages of a course to ensure course completion criteria can still be met.

If vacancies exist in the desired course, students will be able to change courses up to 3 weeks from the start of the course. Approvals from the relevant Head Teachers and the Deputy Principal must be secured via the school's Change of Subject process. It is the responsibility of the student to seek an understanding of any implications a change in course may make to their pattern of study and eligibility for HSC and/or ATAR. In exceptional circumstances changes may be approved by the Principal up to 5 weeks from the start of the course. Students are advised that after 5 weeks from the start of any course no change to courses of study will be approved.

Tertiary Studies and ATAR Eligibility

Entry from Year 12 into university courses in NSW and the ACT generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR, for every student who completes the necessary pattern of study, is calculated by the universities not by NESA. The ATAR is reported on a scale of 0 to 99.95 with intervals of 0.05.

To be eligible for an ATAR you must satisfactorily complete at least **10 units of Board Developed courses** including at least two units of English. Board Developed courses must include at least three courses of two units or greater and at least four subjects.

Types of HSC Courses

Student interest and need are supported with a variety of courses across diverse learning areas.

There are two broad categories of courses:

- Board Developed Courses and
- Board Endorsed Courses.

Board Developed Courses (BDC)

The content of a Board Developed Course is developed by NESA and distributed to schools in the form of a syllabus. Therefore, students throughout New South Wales study the same course content. A state-wide examination, the external examination of the Higher School Certificate, is then set by NESA for each course. Board Developed Courses count towards an Australian Tertiary Admission Rank (ATAR), which is necessary for application to all universities.

Most courses in NSW are Board Developed Courses and include Vocational Education and Training (VET) Industry Curriculum Frameworks.

Vocational Education and Training courses (VET)

VET courses teach students specific skills relevant to future study and employment. Why not get a head start on your career and complete a VET course while still at school?

VET courses have dual accreditation and allow students the opportunity to gain both a Higher School Certificate and Australian Qualifications Framework (AQF) credential. AQF credentials are recognised by TAFE, industry and employers throughout Australia.

Board Developed VET courses have an optional HSC exam. If a student chooses to sit the exam, their result can contribute to the calculation of an ATAR.

VET courses are delivered either by schools or through TAFE NSW (TVET), or other training providers. Details of VET courses on offer at Byron Bay High School can be found on page 51.

TVET courses on offer in our area can be found by accessing the [TVET Guide 2024](#). Contact the Careers Advisor or Deputy Principal for further information.

Post-school Options for Students Undertaking VET courses

Further Vocational Education and Training - all vocational training courses lead to further vocational courses at TAFE and at other Registered Training Organisations (RTOs). You will not be required to repeat any training in which you are already competent, Recognised Prior Learning (RPL) or credit transfer processes will be available to students.

University Study - students studying Board Developed Framework courses with an end of course examination are able to include their results in these courses in the calculation of their Australian Tertiary Admission Rank (ATAR). Students satisfying the universities' ATAR requirements would be eligible to proceed direct from school to university.

Whether or not students gain an ATAR, students can proceed to higher level studies at TAFE or other Registered Training Organisations. Upon completion of a Certificate IV or Diploma qualification at TAFE they can apply for entry to a related university course with advanced standing – this could result in a considerable saving in Higher Education Contribution Scheme (HECS) charges.

Employment (see School Based Apprenticeships/Traineeships page 60 and 61)

HSC VET courses are only offered in industry areas where there are real post-school employment prospects. Students completing these courses have skills, knowledge and qualifications which industry will need and recognise.

Studies show that students undertaking VET courses as part of their HSC have higher levels of employment, including full-time employment, than other students in the two years after completing their course.

Extension courses

Extension courses are Board Developed Courses which build upon the content of their related 2 Unit Board Developed Course. English and Mathematics are the only Year 11 (Preliminary) Extension courses. English, Mathematics, History and Science Extension courses are offered in Year 12 (HSC).

Life Skills courses

Stage 6 Life Skills courses provide options for students with disability who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status.

All decisions about curriculum options for students with disability should be made through the collaborative curriculum planning process. For further information please contact the Deputy Principal.

Board Endorsed Courses (BEC)

There are three categories of Board Endorsed Courses – Content Endorsed Courses (CECs), School Developed Courses and University Developed Courses.

Content Endorsed Courses are developed by NESAs to cater for a wide candidature in areas of specific need not served by Board Developed Courses.

Content Endorsed Courses, when completed as HSC courses, are not externally examined and have an unmoderated school assessment mark recorded on the Higher School Certificate Record of Achievement. Schools submit a student's mark to NESAs which is aligned to the Stage 6 Board Endorsed Course Performance Descriptions.

Results in Board Endorsed Courses are NOT eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR).

It is important to note that no school can offer and deliver all Board Courses in any one year.

The courses contained within this booklet are currently on offer to Byron Bay High School students.

Student preference from the current cohort will determine which courses are delivered in 2024 – 2025.

Board Developed Courses

Below is an alphabetical list of the HSC Board Developed Courses currently on offer at Byron Bay High School.

When you complete the HSC in 2025, there will no longer be a distinction between Category A and Category B courses for the calculation of an ATAR. ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments.

Definitions

- Subject - is the general name given to an area of study.
- Course - is a branch of study within a subject; a subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, and others.
- HSC Extension courses - enable students to undertake more in-depth study in areas of special interest; they build on the content of the 2 unit course and carry an additional value of 1 unit.
- Unit value - all courses have a unit value, and each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks, so a 2 unit course has a value of 100 marks.

Board Developed Courses

These HSC courses can be used in an ATAR calculation.

Course Name	Unit Value	Subject Area	Faculty
Agriculture	2	Agriculture	Science
Ancient History	2	Ancient History	HSIE
Biology	2	Biology	Science
Business Studies	2	Business Studies	HSIE
Chemistry	2	Chemistry	Science
Community and Family Studies	2	Community and Family Studies	TAS
Design and Technology	2	Design and Technology	TAS
Drama	2	Drama	CAPAL
Earth & Environmental Science	2	Earth & Environmental Science	Science
Economics	2	Economics	HSIE
English Advanced	2	English	English
English Extension 1	1	English	English
English Extension 2	1	English	English
English Standard	2	English	English
English Studies ¹ (Examination)	2	English	English
Entertainment Industry ² (Examination)	2	Entertainment Industry	CAPAL
Food Technology	2	Food Technology	TAS
Geography	2	Geography	HSIE
History Extension ³	1	Ancient History/Modern History	HSIE
Hospitality ² (Examination)	2	Hospitality	TAS
Industrial Technology Multimedia	2	Industrial Technology Multimedia	TAS
Industrial Technology Timber	2	Industrial Technology Timber	TAS
Investigating Science	2	Investigating Science	Science
Legal Studies	2	Legal Studies	HSIE
Mathematics Advanced	2	Mathematics	Mathematics
Mathematics Extension 1	1	Mathematics	Mathematics
Mathematics Extension 2	1	Mathematics	Mathematics
Mathematics Standard 1 ⁴ (Examination)	2	Mathematics	Mathematics
Mathematics Standard 2	2	Mathematics	Mathematics
Modern History	2	Modern History	HSIE
Music 1	2	Music	CAPAL
Personal Development, Health and Physical Education	2	Personal Development, Health and Physical Education	PDHPE
Physics	2	Physics	Science
Science Extension ⁵	1	Science	Science
Society and Culture	2	Society and Culture	HSIE
Textiles and Design	2	Textiles and Design	TAS
Visual Arts	2	Visual Arts	CAPAL

Notes

- 1 To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination.
- 2 This is a 240-hour Vocational Education and Training (VET) course. To be eligible for an ATAR, students studying a VET course must complete the optional HSC examination.
- 3 You can study both Ancient History and Modern History, but there is only one HSC History Extension course.
- 4 To be eligible for an ATAR, students studying the Mathematics Standard 1 course must complete the optional HSC examination.
- 5 You can study up to three Science courses, but there is only one HSC Science Extension course.

Board Endorsed Courses

Below is an alphabetical list of the HSC Board Endorsed Courses currently on offer at Byron Bay High School.

These HSC courses **CAN NOT** be used in an ATAR calculation. Content Endorsed Courses do not have an external Higher School Certificate examination.

Content Endorsed Courses

Course Name	Unit Value	Subject Area	Faculty
Marine Studies	2	Marine Studies	Science
Photography, Video and Digital Imaging	2	Photography, Video and Digital Imaging	CAPAL
Sport, Lifestyle and Recreation Studies	2	Sport, Lifestyle and Recreation Studies	PDHPE

Other HSC Eligibility Requirements

In addition to the Pattern of Study and Course Requirements outlined above; to be eligible for the HSC, you must:

- complete [HSC: All My Own Work](#) (or its equivalent) before you submit any work for Year 11 or Year 12 courses, unless you are entered for Year 11 and Year 12 Life Skills courses only.
- sit for and make a serious attempt at the required HSC exams.
- meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course.

Click the relevant link for more information regarding NESA HSC: All My Own Work or HSC Minimum Standards online tests.

All students who meet the eligibility, pattern of study, course and assessment requirements are entitled to the award of a **Higher School Certificate** and a **Record of Achievement**.

Choosing Courses

In choosing courses for Years 11 and 12, students must ask the following important questions:

***What subjects am I good at?
What subjects do I enjoy?***

Answers to both these questions are good indicators of courses for next year.

It is highly unlikely that you will do well in subjects you dislike and/or are currently poorly performing in.

Some general advice around subject selection has been provided by NESA at [Advice for Students Choosing HSC Courses](#).

If I intend going on to tertiary education, which courses will I need to study?

It is important to do your research. Read current information regarding university or college prerequisite courses by accessing the relevant websites and consulting with the Careers Advisor, Mr Brian O'Connor.

Some sites to help you may include:

Universities Admission Centre: [UAC](#)

From the Schools/resources/Year 10 subject selection presentation + resources hub:

[Top Tips for Choosing HSC Courses \[PDF\]](#) a checklist of what to keep in mind when making decisions about the HSC.

[Year 10 Subject Selection Worksheets](#) a self-assessment process to consider your interests, qualities and skills and consider related study and career options.

[Subject Compass](#) an online tool to help you find HSC courses that match your interests, abilities and future plans. [UAC Steps to Uni for Year 10 students \(2023 edition\)](#) our annual publication that sets out HSC courses the university require you to have studied to be able to start a degree, or recommend you study to set you up for success.

Queensland Tertiary Admissions Centre: [The QTAC My Path guide for year 10 students](#)

TAFE NSW: [TAFE Career Guide](#)

What if I want to plan subject selection to a possible career path?

To link subject areas and interests to possible career opportunities, visit the [My Future](#) website and utilize the Career Bullseyes and other resources available to Students and Parents and Carers.

What if I don't know what I want to do when I leave school?

Browse the [Byron Bay High School Careers Website](#) for a range of information.

Careers Voyage was introduced to students during Preparing for Success lessons. Make an appointment with Mr O'Connor to utilise this online career planning software.

General career planning advice can be found at [myfuture.edu.au](#)

What other resources are available to me?

Your teachers, Head Teachers, specialist teachers of the courses you are interested in, the Careers Advisor Brian O'Connor, current and past HSC students.

Do your research, but ultimately make the decision that will best support your interests and hence encourage good work ethic and your best results.

[Making smart subject choices and careers](#) The National Career Development Week Video Series - Career Development. This video details how to make the very important school subject choices and post school course choices.

[Course Seeker](#) Compare undergraduate courses from top universities and higher education institutions across Australia, including entry requirements and ATAR.

HSC Subjects and Courses

The following is a general guide to the HSC subjects and courses accepted by institutions in NSW and the ACT for entrance purposes. Always check with the relevant institution to confirm the information.

English

Two units of English must be included in the calculation of your ATAR. In addition, some institutions require English as a subject prerequisite or course prerequisite. Check each institution entry for details.

If you are considering studying English at tertiary level, English Advanced or HSC English Extension 1 is usually recommended.

Biology/Chemistry/Physics/Earth & Environmental Science/Senior Science

If you wish to study science or a course based on science at tertiary level - for example, agriculture, all branches of engineering and applied sciences, natural resources, computing, medical or paramedical sciences, forestry or rural science - you are advised to study as much science and mathematics as you can at school by taking as many courses as you are able to handle effectively within the HSC rules.

Mathematics

A knowledge of mathematics is desirable for various tertiary courses. It is also recommended along with physics, for all degree courses requiring a study of physics.

Ideally you should select either HSC Mathematics Extension 1 or HSC Mathematics Extension 2 if you wish to continue studying mathematics, mathematical statistics, actuarial studies, or computer science beyond first year. These courses are the best preparation for the study of all branches of engineering and physics beyond first year.

Mathematics Advanced (not Mathematics Standard) is recommended by most institutions as the minimum requirement for further study in a variety of subjects, including architecture, agricultural economics, biological sciences, business, chemistry, commerce, economics, geology, psychology, social sciences, statistics, and urban and regional planning.

Ancient History/Economics/Geography/Modern History

Any of these HSC courses may be included in your HSC program to satisfy tertiary entrance requirements. At tertiary level, however, they are taught on the assumption that students have not studied them previously.

Music

Music can be included in your HSC program by studying Music 1, Music 2 or HSC Music Extension. If you are considering further study in music, find out the minimum entry standard required. Some courses require an audition.

Visual Arts

The study of Visual Arts is acceptable for entrance purposes. If you are considering further study in visual arts, however, find out the minimum entry standard required. Most courses require presentation of a portfolio of work.

Agriculture

These HSC courses are accepted by institutions for entrance purposes. Agriculture is a useful preparation if you intend to study agricultural science, agricultural economics, or rural science, while Engineering Studies is a useful preparation for the study of engineering.

The best preparation includes HSC Agriculture, at least one other Science and Mathematics if you wish to study agricultural science or rural science.

Business Studies/Community and Family Studies/Design and Technology/Drama/Food Technology/Information Processes and Technology/Legal Studies/Personal Development, Health and Physical Education/Society and Culture/Textiles and Design

These HSC courses are accepted by all institutions for entrance purposes.

Areas of Tertiary Study

This is a general guide to the broad areas of study offered by institutions. Always check with the relevant institution to confirm the information for a guide to subjects required to study at university:

Prerequisite – must have studied at high school to enter University Course.

Assumed Knowledge – the University course will start assuming you have studied this at High School.

Recommended Studies – a good foundation for the University course you want to enter.

These are all listed in:

1. University Admissions Centre (UAC) University Entry Requirements booklet for 2026
[UAC Steps to Uni for Year 10 students \(2023 edition\)](#)
2. Qld Tertiary Admissions Centre (QTAC) Tertiary Requisites
Books available in Library and from Careers Adviser or the following link:
[The QTAC My Path guide for year 10 students](#)
Websites: www.uac.edu.au and www.qtac.edu.au

Architecture/Building/Design and Planning

Students intending to undertake courses in these areas are advised to study two or more units of mathematics (not Mathematics Standard). A general background in science, particularly physics, may be helpful but is not essential. Visual Arts or Industrial Technology may also be useful.

Arts/Humanities

Degree programs in arts and liberal studies do not usually require a particular program of study at secondary school. The study of English is required by some institutions and recommended for all students in this field - check the institution entries for details. If you wish to study a language other than English as your major subject, however, you are advised to include the language of your choice in your HSC program although in many cases you will be able to take introductory language courses that do not require prior study.

Business/Commerce/Economics/Marketing/Management

Courses in accounting, banking, econometrics, economics, finance, management and marketing may require at least two units of mathematics (not Mathematics Standard) as either a prerequisite or assumed knowledge.

HSC Economics or Business Studies are considered useful but not essential preparation for courses in these areas. Students wishing to undertake actuarial studies at tertiary level generally require HSC Mathematics Extension 1 or HSC Mathematics Extension 2 as a prerequisite.

Communications/Media Studies

Most of these courses do not require a particular course of study at secondary school. Some institutions recommend the study of English in preparation for communication and media courses - check the institution entries for details. In addition to the ATAR, some institutions may require you to complete a questionnaire and/or attend an interview.

Creative and Performing Arts

Students intending to undertake studies in these areas are advised to gain experience outside the school environment. Entry to most of these courses requires an audition, interview or portfolio (or a combination of these) as well as a suitable ATAR. The study of Visual Arts, Dance, Drama, Music 1, Music 2 or HSC Music Extension may be helpful for courses in creative and performing arts areas. Some institutions will base selection to a creative arts course on the marks obtained in the HSC. Special admission procedures may be available if you are unable to include suitable subjects in your HSC program.

Earth and Environmental Sciences, Geology and Mining

Some courses do not require a particular program of study. Most institutions recommend the study of HSC Earth and Environmental Science and a background in science subjects such as Chemistry, Physics or Biology, along with Mathematics (Confirm with institution/Careers Advisor about Mathematics requirements).

Education/Teaching

In some institutions courses in education may be taken in an art, science or other programs. Some institutions also offer separate teacher education programs in early childhood, primary and secondary education. Students

who wish to qualify as a secondary teacher must also fulfil the entry requirements for study in their proposed area of teaching specialisation. For intending early childhood or primary teachers, some institutions assume or require satisfactory levels of mathematics and/or English.

Note: The NSW Department of Education and Training requires intending primary education teachers to have included any two units of mathematics and any two units of English in their HSC program. If these subjects have not been completed, equivalent subjects can usually be completed during the tertiary course.

Engineering

Most institutions recommend at least HSC Mathematics Extension 1 for the study of all branches of engineering. Physics and Chemistry are also highly recommended for some courses and can be requisites for entry. Engineering Studies is considered a useful but not essential preparation for engineering.

Health Sciences (includes studies not listed under Medical Sciences)

If you intend to study health sciences you are generally advised to include in your HSC study program at least two units of mathematics and at least two units of science, preferably Biology and Chemistry, or, for medical imaging or medical radiation technology, Physics (Confirm with institution/Careers Advisor about Mathematics requirements).

Human Movement/Sport Sciences/Physical Education

Most courses in these areas do not require a particular program of study at secondary school. A background in science subjects (Physics, Chemistry and Biology) and Mathematics is recommended by some institutions. Personal Development, Health and Physical Education is also considered useful. Some institutions require you to provide additional information relating to your sporting achievements (Confirm level of Maths and prerequisites with institution/Careers Advisor).

Information Technology

Studies in this area usually require either Mathematics or HSC Mathematics Extension 1 (not Mathematics Standard) as a prerequisite or assumed knowledge. Computer science is generally taught on the assumption that students have studied HSC Mathematics Extension 1.

Law

Generally, legal courses do not specify prerequisites or levels of assumed knowledge. If you are contemplating a law program combined with arts, business, commerce, economics, engineering, science, social sciences or social welfare, check that the subjects you choose comply with the requirements for those courses.

Medical Sciences (including medicine, optometry, pharmacy and veterinary science)

Students intending to take up studies in these areas are advised to include at least two units of mathematics (not Mathematics Standard) and four units of science, preferably Chemistry and either Physics or Biology in their HSC program. Some institutions prefer the combination of Chemistry and Physics while others may have no preference provided Mathematics and Chemistry are included.

Nursing

Students intending to undertake nursing studies are generally advised to include at least two units of mathematics and studies in science, preferably Chemistry and Biology and/or Physics (Confirm with institution/Careers Advisor about Mathematics requirements).

Science/Applied Science/Technology

Most courses in Applied Science are 3-year or 4-year professional courses which involve the study of Mathematics, Chemistry, Physics, Biology and Earth & Environmental Science in first year. HSC Mathematics Extension 1 is assumed knowledge for courses in technologies such as textiles and physical sciences. Mathematics is acceptable in areas such as food technology, and agricultural and rural sciences. Most science courses require students to have studied mathematics (not Mathematics Standard) and as much science as they can effectively handle. If possible, include both Chemistry and Physics in your HSC program.

Social Sciences

Social Sciences may include the study of economics, education, geography, law, psychology and sociology. Mathematics may be required for some subjects (Confirm with institution/Careers Advisor about Mathematics requirements).

Social Work/Welfare Work

Most courses in these areas do not require a particular program of study at secondary school although a minimum score in English may be required in some institutions. If psychology is included as part of the course, then Mathematics (not Mathematics Standard) is strongly recommended.

Tourism/Hospitality Management

Most courses in these areas do not require a particular program of study at secondary school although economics may be useful. Some courses also require a minimum level of English. Some institutions require work experience in customer services as a prerequisite.



Board Developed Courses offered at Byron Bay High School Course Descriptions A-Z

All course descriptions were accurate at the time of printing.
For further information and course requirements, please refer to the relevant
course syllabus available on the NESA website
[Syllabuses A-Z \(Stage 6\)](#)

Years 11 and 12 subject choices and career opportunities

NESA have worked with education and industry experts and added information to each Stage 6 course description about the possible study, work, and training paths relevant to the subject.
Access the links in the Careers section of each course.

Students can see the connections between their subject choices in Years 11 and 12 and the career opportunities these subjects can lead to after school.

Agriculture

Number of units: 2		Faculty: Science	Fees: \$70
Board Developed Course		Contact: Mr Kai Connell – Relieving Head Teacher Science	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Agriculture Life Skills, Technology Life Skills (where Agriculture is undertaken within the course)			
<p>Course description</p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 		<p>What students learn</p> <p>Core (80%)</p> <ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (30%) <p>Elective (20%)</p> <p>Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 	
Course requirements: Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.			
Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website : Agriculture, Forestry and Fishing , Electricity, Gas, Water and Waste Services , Professional, Scientific and Technical Services			

Ancient History

Number of units: 2		Faculty: HSIE	Fees: \$40
Board Developed Course		Contact: Mr Stuart Galletly – Head Teacher HSIE	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Ancient History Life Skills, HSIE Life Skills (where Ancient History is undertaken within the course)			
<p>Course description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> • Investigating Ancient History Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies. • Features of Ancient Societies Students study at least two ancient societies. • Historical Investigation <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>		<p>What students learn</p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> • Core Study: Cities of Vesuvius – Pompeii and Herculaneum • One 'Ancient Societies' topic • One 'Personalities in their Times' topic • One 'Historical Periods' topic <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p>Course requirements</p> <p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> • One must be from Egypt, Greece, Rome or Celtic Europe, and • One must be from Australia, Asia, the Near East or the Americas. 		<p>Course requirements</p> <p>The Year 12 course requires study from at least two of the following areas:</p> <ul style="list-style-type: none"> • Egypt • Near East • China • Greece • Rome 	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Information Media and Telecommunications, Public Administration and Safety</p>			

Biology

Number of units: 2		Faculty: Science	Fees: \$50
Board Developed Course		Contact: Mr Kai Connell – Relieving Head Teacher Science	
HSC exam: Yes	ATAR: Yes	Ms Sarah King and Ms Ebony Yeadon	
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Pattern of study: A student may count up to six units of Science in Year 11 and seven units of Science in Year 12, excluding Agriculture.			
Exclusions: Living World Science Life Skills			
Course description			
<p>The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p>			
Year 11		Year 12	
What students learn		What students learn	
<p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Cells as the Basis of Life • Module 2 Organisation of Living Things • Module 3 Biological Diversity • Module 4 Ecosystem Dynamics 		<p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Heredity • Module 6 Genetic Change • Module 7 Infectious Disease • Module 8 Non-infectious Disease and Disorders 	
Course requirements			
<p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process. Excursions may incur an additional cost.</p>			
Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website : Agriculture , Forestry and Fishing , Education and Training , Electricity, Gas, Water and Waste Services , Health Care and Social Assistance , Mining			

Business Studies

Number of units: 2		Faculty: HSIE	Fees: \$40
Board Developed Course		Contact: Mr Stuart Galletly – Head Teacher HSIE	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Business and Economics Life Skills, HSIE Life Skills (where Business and Economics is undertaken within the course)			
<p>Course description</p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Nature of business: The role and nature of business • Business management: The nature and responsibilities of management • Business planning: Establishing and planning a small to medium enterprise 		<p>What students learn</p> <ul style="list-style-type: none"> • Operations: Strategies for effective operations management • Marketing: Development and implementation of successful marketing strategies • Finance: Financial information in the planning and management of business • Human resources: Human resource management and business performance 	
<p>Course requirements</p> <p>Stage 6 requirements regarding indicative course time apply. However, there are no specific requirements for this course.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Financial and Insurance Services, Public Administration and Safety, Rental, Hiring and Real Estate Services</p>			

Chemistry

Number of units: 2		Faculty: Science	Fees: \$50
Board Developed Course		Contact: Mr Kai Connell – Relieving Head Teacher Science	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Pattern of study: A student may count up to six units of Science in Year 11 and seven units of Science in Year 12, excluding Agriculture.			
Exclusions: Chemical World Science Life Skills			
<p>Course description</p> <p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Properties and Structure of Matter • Module 2 Introduction to Quantitative Chemistry • Module 3 Reactive Chemistry • Module 4 Drivers of Reactions 		<p>What students learn</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Equilibrium and Acid Reactions • Module 6 Acid/base Reactions • Module 7 Organic Chemistry • Module 8 Applying Chemical Ideas 	
<p>Course requirements</p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>It is strongly recommended that all students studying Chemistry undertake and complete the Mathematics Advanced course as a companion subject. This will ensure students have a strong ability to interpret and use mathematical concepts.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Agriculture, Forestry and Fishing, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Mining, Professional, Scientific and Technical Services</p>			

Community and Family Studies

Number of units: 2		Faculty: TAS	Fees: \$40
Board Developed Course		Contact: Ms Adelaide Zietsch – Rel. Head Teacher TAS	
HSC exam: Yes	ATAR: Yes	Mrs Leanne Croft – Curriculum Adviser	
Prerequisites: Nil	Eligibility: Nil	Exclusions: Community and Family Studies Life Skills	
<p>Course description The Community and Family Studies course is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>			
<p>What students learn Through the study of the Community and Family Studies course, students learn to develop:</p> <ul style="list-style-type: none"> • knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing • knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing • knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities • knowledge and understanding about research methodology and skills in researching, analysing and communicating • skills in the application of management processes to meet the needs of individuals, groups, families and communities • skills in critical thinking and the ability to take responsible action to promote wellbeing • an appreciation of the diversity and interdependence of individuals, groups, families and communities. 			
Year 11		Year 12	
<ul style="list-style-type: none"> • Resource Management (20%): Basic concepts of the resource management process • Individual and Groups (40%): The individual’s roles, relationships and tasks within and between groups • Family and Communities (40%): Family structures and functions, and the interaction between family and community 		<ul style="list-style-type: none"> • Research Methodology (25%): Research methodology and skills culminating in the production of an Independent Research Project • Groups in Context (25%): The characteristics and needs of specific community groups • Parenting and Caring (25%): Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society <p>HSC option modules: Select one of the following:</p> <ul style="list-style-type: none"> • Family and Societal Interactions (25%): Government and community structures that support and protect family members throughout their lifespan • Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle • Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments 	
<p>Course requirements The Year 11 course consists of three mandatory modules and the indicative course time allocated to their study.</p>		<p>Course requirements Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Health Care and Social Assistance, Public Administration and Safety</p>			

Design and Technology

Number of units: 2		Faculty: TAS	Fees: \$50 + cost of projects
Board Developed Course		Contact: Ms Adelaide Zietsch – Rel. Head Teacher TAS	
HSC exam: Yes	ATAR: Yes	Mr Mark Hernage	
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Design and Technology Life Skills, Technology Life Skills (where Design and Technology is undertaken)			
<p>Course description</p> <p>The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The Year 12 course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, workplace health and safety, evaluation, and manipulation of materials, tools and techniques.</p>		<p>What students learn</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Course requirements: In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Students are encouraged to communicate their design ideas using a range of appropriate media.</p>		<p>Course requirements: In the Year 12 course the activities 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 a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Construction, Electricity, Gas, Water and Waste Services, Manufacturing, Mining, Professional, Scientific and Technical Services</p>			

Drama

Number of units: 2		Faculty: CAPAL	Fees: \$50
Board Developed Course		Contact: Ms Simone Museth – Rel. Head Teacher CAPAL	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Creative Arts Life Skills (where Drama is undertaken within the course), Drama Life Skills. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
Course description Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.			
Year 11		Year 12	
<p>What students learn</p> <p>Students engage with the components of Making, Performing and Critically Studying through collaborative and individual experiences.</p> <p>Year 11 course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p>The Year 11 course informs learning in the Year 12 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.</p>		<p>What students learn</p> <p>Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.</p> <p>Group Performance Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p>Individual Project Students demonstrate their expertise in a particular area. They choose one project from:</p> <ul style="list-style-type: none"> • Critical Analysis • Design • Performance • Script-writing • Video Drama. <p>Main Topics include:</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 	
Course requirements			
<p>In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point.</p> <p>The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.</p> <p>Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p> <p>Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.</p>			
Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website : Arts and Recreation Services , Education and Training , Information Media and Telecommunications			

Earth and Environmental Science

Number of units: 2		Faculty: Science	Fees: \$50
Board Developed Course		Contact: Mr Kai Connell – Relieving Head Teacher Science	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Pattern of study: A student may count up to six units of Science in Year 11 and seven units of Science in Year 12, excluding Agriculture.			
Exclusions: Earth and Space Science Life Skills			
<p>Course description</p> <p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth’s resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Earth’s Resources • Module 2 Plate Tectonics • Module 3 Energy Transformations • Module 4 Human Impacts 		<p>What students learn</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Earth’s Processes • Module 6 Hazards • Module 7 Climate Science • Module 8 Resource Management 	
<p>Course requirements</p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process. Excursions may incur an additional cost.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Agriculture, Forestry and Fishing, Education and Training, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Mining</p>			

Economics

Number of units: 2		Faculty: HSIE	Fees: \$40
Board Developed Course		Contact: Mr Stuart Galletly – Head Teacher HSIE	
HSC exam: Yes	ATAR: Yes	Mr Warren Lee	
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Business and Economics Life Skills, HSIE Life Skills (where Business and Economics is undertaken within the course)			
<p>Course description</p> <p>Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Introduction to Economics: The nature of economics and the operation of an economy • Consumers and Business: The role of consumers and business in the economy • Markets: The role of markets, demand, supply and competition • Labour Markets: The workforce and role of labour in the economy • Financial Markets: The financial market in Australia including the share market • Government in the Economy: The role of government in the Australian economy. 		<p>What students learn</p> <ul style="list-style-type: none"> • The Global Economy: Features of the global economy and globalisation • Australia's Place in the Global Economy: Australia's trade and finance • Economic Issues: Issues including growth, unemployment, inflation, wealth and management. • Economic Policies and Management: The range of policies to manage the economy. 	
<p>Course requirements</p> <p>Stage 6 requirements regarding indicative course time apply. However, there are no specific requirements for this course.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Financial and Insurance Services, Professional, Scientific and Technical Services, Public Administration and Safety, Rental, Hiring and Real Estate Services</p>			

English Advanced

Number of units: 2		Faculty: English	Fees: \$40
Board Developed Course		Contact: Ms Sarah McGregor – Rel. Head Teacher English	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: English EAL/D, English Standard, English Studies, English Life Skills			
<p>Course description</p> <p>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.</p> <p>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.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. 		<p>What students learn</p> <ul style="list-style-type: none"> The HSC Common Content consists of one module Texts and Human Experiences common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued. 	
<p>Course requirements</p> <p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts 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 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 texts with a wide range of cultural, social and gender perspectives. 			
<p>Students are required to study:</p> <ul style="list-style-type: none"> a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts a wide range of additional texts and textual forms 		<p>Students are required to study:</p> <ul style="list-style-type: none"> 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 at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i> at least one related text in the Common module: <i>Texts and Human Experiences</i>. 	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Financial and Insurance Services, Information Media and Telecommunications, Rental, Hiring and Real Estate Services</p>			

English Extension 1

Number of units: 1		Faculty: English	Fees: \$40
Board Developed Course		Contact: Ms Sarah McGregor – Rel. Head Teacher English	
HSC exam: Yes	ATAR: Yes		
Prerequisites: English Extension (1 unit - Year 11) is a prerequisite for English Extension 1 in Year 12			
Corequisite: English Advanced		Exclusions: English EAL/D, English Standard, English Studies, English Life Skills	
<p>Course description</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.</p> <p>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>			
Year 11		Year 12	
<p>What students learn</p> <p>In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p>		<p>What students learn</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, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are:</p> <ul style="list-style-type: none"> • Literary homelands • Worlds of upheaval • Reimagined worlds • Literary mindscapes • Intersecting worlds 	
<p>Course requirements</p> <p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> • 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 • 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 • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. 			
<p>Year 11 students are required to:</p> <ul style="list-style-type: none"> • 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. 		<p>Year 12 English Extension 1 students are required to study:</p> <ul style="list-style-type: none"> • at least three prescribed texts for the elective study which must include two print texts (as outlined in the <i>English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2024 document</i>) • at least TWO related texts. 	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and three tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Financial and Insurance Services, Health Care and Social Assistance, Public Administration and Safety</p>			

English Extension 2

Number of units: 1		Faculty: English	Fees: \$40
Board Developed Course		Contact: Ms Sarah McGregor – Rel. Head Teacher English	
HSC exam: No	ATAR: Yes		
Prerequisites: English Extension 1 (1 unit – Year 12) is a prerequisite for English Extension 2			
Corequisites: English Advanced			
Exclusions: English EAL/D, English Standard, English Studies, English Life Skills			
Course description			
<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>			
Year 12 only			
What students learn			
<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>			
Course requirements			
<p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> • 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 • 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 • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. 			
Course requirements			
<p>Year 12 English Extension 2 students are required to:</p> <ul style="list-style-type: none"> • 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. • Students can choose to compose in ONE of the following forms: <ul style="list-style-type: none"> • short fiction • creative nonfiction • poetry • critical response • script (short film, television, drama) • podcasts (drama, storytelling, speeches, performance poetry) 			
Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 12.			
Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website : Arts and Recreation Services , Education and Training , Financial and Insurance Services , Health Care and Social Assistance , Public Administration and Safety			

English Standard

Number of units: 2		Faculty: English	Fees: \$40
Board Developed Course		Contact: Ms Sarah McGregor – Rel. Head Teacher English	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: English Advanced, English EAL/D, English Extension, English Extension 1, English Extension 2, English Studies, English Life Skills			
<p>Course description</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.</p> <p>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>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. In two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> students explore and examine texts and analyse aspects of meaning. 		<p>What students learn</p> <ul style="list-style-type: none"> The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers. 	
<p>Course requirements</p> <p>Across the English Standard Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts 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 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 texts with a wide range of cultural, social and gender perspectives. 			
<p>Students are required to study:</p> <ul style="list-style-type: none"> one complex multimodal or digital text in Module A, <i>Contemporary Possibilities</i>. This may include the study of film. 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. a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts a wide range of additional related texts and textual forms. 		<p>Students are required to study:</p> <ul style="list-style-type: none"> 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. at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i> at least one related text in the Common module: <i>Texts and Human Experiences</i>. 	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Professional, Scientific and Technical Services, Public Administration and Safety</p>			

English Studies

Number of units: 2		Faculty: English	Fees: \$40
Board Developed Course		Contact: Ms Sarah McGregor – Rel. Head Teacher English	
HSC exam: Optional	ATAR: Yes	For this course to contribute toward an ATAR, students must complete the optional HSC examination.	
Exclusions: English Advanced, English EAL/D, English Extension, English Extension 1 & 2, English Standard, English Life Skills			
<p>Course description</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>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> 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. 		<p>What students learn</p> <ul style="list-style-type: none"> • The HSC 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 analyse and explore texts and apply skills in synthesis. • Students study two to four additional syllabus modules (selected based on their needs and interests). • Students may also study an optional teacher-developed module. 	
<p>Course requirements</p> <p>Across the English Studies Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> • 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 • 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 • texts with a wide range of cultural, social and gender perspectives • a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 			
<p>Students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series) • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year • engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. <p>In addition, students in Year 12 only are required to:</p> <ul style="list-style-type: none"> • study ONE text from the prescribed text list and one related text for the Common Module – <i>Texts and Human Experiences</i>. 			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Financial and Insurance Services, Information Media and Telecommunications, Rental, Hiring and Real Estate Services</p>			

Food Technology

Number of units: 2		Faculty: TAS	Fees: \$100
Board Developed Course		Contact: Ms Adelaide Zietsch – Rel. Head Teacher TAS Ms Felicity Wooltorton	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Food Technology Life Skills, technology Life Skills (where Food Technology is undertaken within the course)			
<p>Course description</p> <p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting food production, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 		<p>What students learn</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 	
<p>Course requirements</p> <p>There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2-unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Agriculture, Forestry and Fishing, Electricity, Gas, Water and Waste Services, Manufacturing, Professional, Scientific and Technical Services, Wholesale Trade</p>			

Geography

Number of units: 2		Faculty: HSIE	Fees: \$40
Board Developed Course		Contact: Mr Stuart Galletly – Head Teacher HSIE	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil

Exclusions: Geography Life Skills, HSIE Life Skills (where Geography is undertaken within the course)

Course structure and requirements

The following diagram illustrates the elements of the course and their relationship.

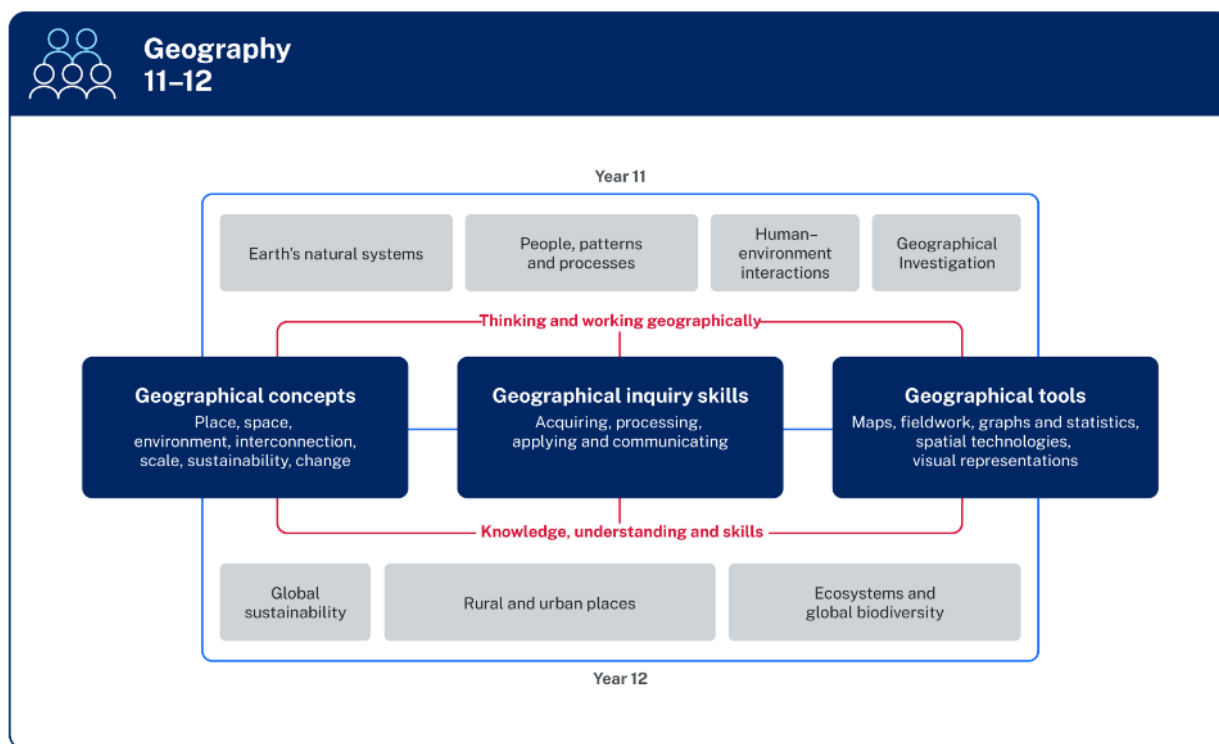


Figure 1: The organisation of content for Geography 11-12 syllabus

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

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

Twelve (12) hours of fieldwork are mandatory for each of the Year 11 and Year 12 courses.

Assessment: The *Byron Bay High School Assessment Procedures and Schedules* document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the [Your Career website](#): [Agriculture, Forestry and Fishing](#), [Education and Training](#), [Professional, Scientific and Technical Services](#), [Public Administration and Safety](#)

History Extension

Number of units: 1		Faculty: HSIE	Fees: \$40
Board Developed Course		Contact: Mr Stuart Galletly – Head Teacher HSIE	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Year 11 Ancient History OR Modern History is a prerequisite for entry into Year 12 History Extension.			
Corequisites: Year 12 Ancient History OR Modern History is a co-requisite for Year 12 History Extension.			
Eligibility: Nil			
Exclusions: Ancient History Life Skills, Modern History Life Skills, HSIE Life Skills (where Ancient or Modern History is undertaken within the course)			
<p>Course description</p> <p>History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>			
Year 12 only			
<p>What students learn</p> <p>The course comprises two sections:</p> <p>Constructing History</p> <ul style="list-style-type: none"> • Key questions <ul style="list-style-type: none"> - Who are historians? - What are the purposes of history? - How has history been constructed, recorded and presented over time? - Why have approaches to history changed over time? • Case Studies <ul style="list-style-type: none"> - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions. <p>History Project</p> <p>Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>			
<p>Course requirements</p> <p>The course requires students to undertake:</p> <ul style="list-style-type: none"> • one case study • the development of one History Project. 			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, components and weightings, and task schedules. There will be a maximum of three tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Information Media and Telecommunications, Professional, Scientific and Technical Services, Public Administration and Safety, Rental, Hiring and Real Estate Services</p>			

Industrial Technology Multimedia Technologies

Number of units: 2		Faculty: TAS	Fees: \$50 + project costs
Board Developed Course		Contact: Ms Adelaide Zietsch – Rel. Head Teacher TAS	
HSC exam: Yes	ATAR: Yes	Mr Tristam Horn	
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
<p>Exclusions: Students can only undertake study in ONE focus area within the Industrial Technology course. The same area is to be studied in both Year 11 and Year 12 courses. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies. Industrial Technology Life Skills, Technology Life Skills (where Industrial Technology is undertaken with the course).</p>			
<p>Course description</p> <p>The industry focus area for this Industrial Technology course is Multimedia Technologies.</p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of Multimedia Technologies.</p> <p>This course involves the development of a Major Project, worth 60% of the HSC mark. The Major Project will consist of an individual product or one or more related items and an accompanying management folio.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The following sections are taught on the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Design (10%) • Management and Communication (20%) • Production (40%) • Industry Related Manufacturing Technology (15%) 		<p>What students learn</p> <p>The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> - Design, Management and Communication - Production • Industry Related Manufacturing Technology 	
<p>Course requirements</p> <p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>Involvement in an industry study excursion is mandatory and may incur an additional cost.</p>		<p>Course requirements</p> <p>In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Manufacturing, Professional, Scientific and Technical Services, Information Media and Telecommunications, Mining, Construction, Other Services</p>			

Industrial Technology Timber Products and Furniture Technologies

Number of units: 2		Faculty: TAS	Fees: \$50 + project costs
Board Developed Course		Contact: Ms Adelaide Zietsch – Rel. Head Teacher TAS	
HSC exam: Yes	ATAR: Yes	Mr Mark Hernage, Mr Tim Sawyer	
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
<p>Exclusions: Students can only undertake study in ONE focus area within the Industrial Technology course. The same area is to be studied in both Year 11 and Year 12 courses. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies. Industrial Technology Life Skills, Technology Life Skills (where Industrial Technology is undertaken with the course).</p>			
<p>Course description</p> <p>The industry focus area for this Industrial Technology course is Timber Products and Furniture Technologies. Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of Timber Products and Furniture Technologies.</p> <p>This course involves the development of a Major Project, worth 60% of the HSC mark. The Major Project will consist of an individual product or one or more related items and an accompanying management folio.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The following sections are taught on the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Design (10%) • Management and Communication (20%) • Production (40%) • Industry Related Manufacturing Technology (15%) 		<p>What students learn</p> <p>The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> - Design, Management and Communication - Production • Industry Related Manufacturing Technology 	
<p>Course requirements</p> <p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>Involvement in an industry study excursion is mandatory and may incur an additional cost.</p>		<p>Course requirements</p> <p>In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Manufacturing, Professional, Scientific and Technical Services, Information Media and Telecommunications, Mining, Construction, Other Services</p>			

Investigating Science

Number of units: 2		Faculty: Science	Fees: \$50
Board Developed Course		Contact: Mr Kai Connell – Relieving Head Teacher Science	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Pattern of study: A student may count up to six units of Science in Year 11 and seven units of Science in Year 12, excluding Agriculture.			
Exclusions: Investigating Science Life Skills			
<p>Course description</p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Cause and Effect – Observing • Module 2 Cause and Effect – Inferences and Generalisations • Module 3 Scientific Models • Module 4 Theories and Laws 		<p>What students learn</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Scientific Investigations • Module 6 Technologies • Module 7 Fact or Fallacy? • Module 8 Science and Society 	
<p>Course requirements</p> <p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Professional, Scientific and Technical Services, Public Administration and Safety</p>			

Legal Studies

Number of units: 2		Faculty: HSIE	Fees: \$40
Board Developed Course		Contact: Mr Stuart Galletly – Head Teacher HSIE	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Citizenship and Legal Studies Life Skills, Human Society and its Environment Life Skills (where Citizenship and Legal Studies is undertaken within the course).			
<p>Course description</p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Part I: The Legal System • Part II: The Individual and the Law • Part III: The Law in Practice <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>		<p>What students learn</p> <ul style="list-style-type: none"> • Core Part I: Crime • Core Part II: Human Rights • Part III: Two options <p>Two options are chosen from:</p> <ul style="list-style-type: none"> • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<p>Course requirements</p> <p>Stage 6 requirements regarding indicative course time apply. However, there are no specific requirements for this course.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Financial and Insurance Services, Professional, Scientific and Technical Services, Public Administration and Safety</p>			

Mathematics Advanced

Number of units: 2		Faculty: Mathematics	Fees: \$40
Board Developed Course		Contact: Mr Curtis Miles – Head Teacher Maths	
HSC exam: Yes	ATAR: Yes		
<p>Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.3.</p>			
<p>Exclusions: Students may not study the Mathematics Advanced course in conjunction with Mathematics Standard, Mathematics Standard 1 or Mathematics Standard 2 course, Mathematics Life Skills.</p>			
<p>Course description</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 viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely 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 provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role 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. 			
Year 11		Year 12	
<p>What students learn</p> <p>The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> Topic: Functions <ul style="list-style-type: none"> Working with Functions Topic: Trigonometric Functions <ul style="list-style-type: none"> Trigonometry and Measure of Angles Trigonometric Functions and Identities Topic: Calculus <ul style="list-style-type: none"> Introduction to Differentiation Topic: Exponential and Logarithmic Functions <ul style="list-style-type: none"> Logarithms and Exponentials Topic: Statistical Analysis <ul style="list-style-type: none"> Probability and Discrete Probability Distributions 		<p>What students learn</p> <p>The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> Topic: Functions <ul style="list-style-type: none"> Graphing Techniques Topic: Trigonometric Functions <ul style="list-style-type: none"> Trigonometric Functions and Graphs Topic: Calculus <ul style="list-style-type: none"> Differential Calculus The Second Derivative Integral Calculus Topic: Financial Mathematics <ul style="list-style-type: none"> Modelling Financial Situations Topic: Statistical Analysis <ul style="list-style-type: none"> Descriptive Statistics and Bivariate Data Analysis Random Variables 	
<p>Course requirements This course is best suited for students who have achieved competence at the 5.3 level of the Year 10 mathematics course. This would be indicated by a NAPLAN score of band 8 or better and a ROSA mathematics award of B7 or better. Students should be particularly adept at algebra, coordinate geometry and trigonometry.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Construction, Electricity, Gas, Water and Waste Services, Manufacturing, Mining, Professional, Scientific and Technical Services</p>			

Mathematics Extension 1

Number of units: 1		Faculty: Mathematics	Fees: \$40
Board Developed Course		Contact: Mr Curtis Miles – Head Teacher Maths	
HSC exam: Yes	ATAR: Yes		
Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a high 5.3 level.			
Corequisites: Mathematics Advanced			
Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with Mathematics Standard, Mathematics Standard 1, Mathematics Standard 2, or Mathematics Life Skills.			
<p>Course description</p> <p>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.</p> <p>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.</p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. 			
Year 11		Year 12	
<p>What students learn</p> <p>The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.</p> <ul style="list-style-type: none"> Topic: Functions <ul style="list-style-type: none"> Further Work with Functions Polynomials Topic: Trigonometric Functions <ul style="list-style-type: none"> Inverse Trigonometric Functions Further Trigonometric Identities Topic: Calculus <ul style="list-style-type: none"> Rates of Change Topic: Combinatorics <ul style="list-style-type: none"> Working with Combinatorics 		<p>What students learn</p> <p>The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics.</p> <ul style="list-style-type: none"> Topic: Proof <ul style="list-style-type: none"> Proof by Mathematical Induction Topic: Vectors <ul style="list-style-type: none"> Introduction to Vectors Topic: Trigonometric Functions <ul style="list-style-type: none"> Trigonometric Equations Topic: Calculus <ul style="list-style-type: none"> Further Calculus Skills Applications of Calculus Topic: Statistical Analysis <ul style="list-style-type: none"> The Binomial Distribution 	
Course requirements: This course is best suited for students who have achieved a very high level of competence at the 5.3 level of the Year 10 mathematics course. This would be indicated by a NAPLAN score of band 9 or better and a ROSA mathematics award of B8 or better.			
Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website : Construction , Electricity, Gas, Water and Waste Services , Manufacturing , Mining , Professional, Scientific and Technical Services			

Mathematics Extension 2

Number of units: 1		Faculty: Mathematics	Fees: \$40
Board Developed Course		Contact: Mr Curtis Miles – Head Teacher Maths	
HSC exam: Yes	ATAR: Yes		
<p>Prerequisites: 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 Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course & the Mathematics Extension 1 Year 12 course.</p>			
<p>Corequisites: Mathematics Advanced and Mathematics Extension 1</p>			
<p>Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with Mathematics Standard, Mathematics Standard 1, Mathematics Standard 2, or Mathematics Life Skills.</p>			
<p>Course description</p> <p>Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</p> <p>The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum. The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration • provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level • provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. 			
Year 12 only			
<p>What students learn</p> <p>The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics.</p> <ul style="list-style-type: none"> • Topic: Proof <ul style="list-style-type: none"> - The Nature of Proof - Further Proof by Mathematical Induction • Topic: Vectors <ul style="list-style-type: none"> - Further Work with Vectors • Topic: Complex Numbers <ul style="list-style-type: none"> - Introduction to Complex Numbers - Using Complex Numbers • Topic: Calculus <ul style="list-style-type: none"> - Further Integration • Topic: Mechanics <ul style="list-style-type: none"> - Applications of Calculus to Mechanics 			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. There will be a maximum of four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Construction, Electricity, Gas, Water and Waste Services, Manufacturing, Mining, Professional, Scientific and Technical Services</p>			

Mathematics Standard and Mathematics Standard 1

Number of units: 2		Faculty: Mathematics	Fees: \$40
Board Developed Course		Contact: Mr Curtis Miles – Head Teacher Maths	
HSC exam: Optional	ATAR: Yes	For this course to contribute toward an ATAR, students must complete the optional HSC examination.	
<p>Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.1/5.2. This may be indicated by a NAPLAN score of band 5 or better and a ROSA mathematics awards of D4 or better.</p>			
<p>Exclusions: Mathematics Standard 2, Mathematics Advanced, Mathematics Extension, Mathematics Extension 1, Mathematics Extension 2, Mathematics Life Skills.</p>			
<p>Course description</p> <p>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.</p> <p>Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work, or further learning.</p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.</p> <p>Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Year 12 Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.</p> <p>All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p> <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely 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 provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 			
Year 11 – Mathematics Standard		Year 12 – Mathematics Standard 1	
<p>The Year 11 course comprises four Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> Topic: Algebra <ul style="list-style-type: none"> Formulae and Equations Linear Relationships Topic: Measurement <ul style="list-style-type: none"> Applications of Measurement Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> Money Matters Topic: Statistical Analysis <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 		<p>The Year 12 course includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> Topic: Algebra <ul style="list-style-type: none"> Types of Relationships Topic: Measurement <ul style="list-style-type: none"> Right-angled Triangles Rates Scale Drawings Topic: Financial Mathematics <ul style="list-style-type: none"> Investment Depreciation and Loans Topic: Statistical Analysis <ul style="list-style-type: none"> Further Statistical Analysis Topic: Networks <ul style="list-style-type: none"> Networks and Paths 	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Electricity, Gas, Water and Waste Services, Financial and Insurance Services, Information Media and Telecommunications, Professional, Scientific and Technical Services, Rental, Hiring and Real Estate Services</p>			

Mathematics Standard and Mathematics Standard 2

Number of units: 2		Faculty: Mathematics	Fees: \$40
Board Developed Course		Contact: Mr Curtis Miles – Head Teacher Maths	
HSC exam: Yes	ATAR: Yes		
<p>Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.1/5.2. This would be indicated by a NAPLAN score of band 5 or better and a ROSA mathematics awards of D4 or better.</p>			
<p>Exclusions: Mathematics Standard 1, Mathematics Advanced, Mathematics Extension, Mathematics Extension 1, Mathematics Extension 2, Mathematics Life Skills.</p>			
<p>Course description</p> <p>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.</p> <p>In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.</p> <p>All students studying the Mathematics Standard 2 course will sit for an HSC examination.</p> <p>All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p> <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. 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 provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies. provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 			
Year 11 – Mathematics Standard		Year 12 – Mathematics Standard 2	
<p>The Year 11 course comprises four Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> Topic: Algebra <ul style="list-style-type: none"> Formulae and Equations Linear Relationships Topic: Measurement <ul style="list-style-type: none"> Applications of Measurement Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> Money Matters Topic: Statistical Analysis <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 		<p>The Year 12 course includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> Topic: Algebra <ul style="list-style-type: none"> Types of Relationships Topic: Measurement <ul style="list-style-type: none"> Non-right-angled Trigonometry Rates and Ratios Topic: Financial Mathematics <ul style="list-style-type: none"> Investments and Loans Annuities Topic: Statistical Analysis <ul style="list-style-type: none"> Bivariate Data Analysis The Normal Distribution Topic: Networks <ul style="list-style-type: none"> Network Concepts Critical Path Analysis 	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Electricity, Gas, Water and Waste Services, Financial and Insurance Services, Information Media and Telecommunications, Professional, Scientific and Technical Services, Rental, Hiring and Real Estate Services</p>			

Modern History

Number of units: 2		Faculty: HSIE	Fees: \$40
Board Developed Course		Contact: Mr Stuart Galletly – Head Teacher HSIE	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Modern History Life Skills or HSIE Life Skills (where Modern History is undertaken within the course)			
<p>Course description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> • Investigating Modern History Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies. • Historical Investigation • The Shaping of the Modern World At least one study from ‘The Shaping of the Modern World’ is to be undertaken. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>		<p>What students learn</p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> • Core Study: Power and Authority in the Modern World 1919–1946 • One ‘National Studies’ topic • One ‘Peace and Conflict’ topic • One ‘Change in the Modern World’ topic <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p>Course requirements</p> <p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> • One case study must be from Europe, North America or Australia, and • One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. <p>Year 11 students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Information Media and Telecommunications, Public Administration and Safety</p>			

Music 1

Number of units: 2		Faculty: CAPAL	Fees: \$50
Board Developed Course		Contact: Ms Simone Museth – Head Teacher CAPAL	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
<p>Exclusions: Music 2, Music Extension, Creative Arts Life Skills (where Music is undertaken within the course), Music Life Skills. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>			
<p>Course description</p> <p>While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>In the Year 11 course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p>		<p>What students learn</p> <p>In the Year 12 course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study three topics in the Year 12 course 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 in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p>	
<p>Course requirements</p> <p>Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Information Media and Telecommunications</p>			

Personal Development, Health and Physical Education

Number of units: 2		Faculty: PDHPE	Fees: \$60 + additional costs for sessions e.g., fitness/yoga subscription
Board Developed Course		Contact: Mr Grant Herbert – Head Teacher PDHPE	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Personal Development, Health and Physical Education Life Skills.			
<p>Course description</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 Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
<p>What students learn</p> <p>Through the study of the PDHPE course, students learn to develop:</p> <ul style="list-style-type: none"> • values and attitudes that promote healthy and active lifestyles and communities • knowledge and understanding of the factors that affect health • capacity to exercise influence over personal and community health outcomes • knowledge and understanding about the way the body moves • an ability to take action to improve participation and performance in physical activity • an ability to apply the skills of critical thinking, research and analysis. 			
Year 11		Year 12	
<p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion <p>Optional Component (40%) Students select TWO of the following options:</p> <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 		<p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Optional Component (40%) Students select TWO of the following options:</p> <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health 	
<p>Course requirements</p> <p>The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.</p> <p>The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Health Care and Social Assistance, Public Administration and Safety</p>			

Physics

Number of Units: 2		Faculty: Science	Fees: \$50
Board Developed Course		Contact: Mr Kai Connell – Relieving Head Teacher Science	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Pattern of study: A student may count up to six units of Science in Year 11 and seven units of Science in Year 12, excluding Agriculture.			
Exclusions: Physical World Science Life Skills.			
<p>Course description</p> <p>The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Kinematics • Module 2 Dynamics • Module 3 Waves and Thermodynamics • Module 4 Electricity and Magnetism 		<p>What students learn</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Advanced Mechanics • Module 6 Electromagnetism • Module 7 The Nature of Light • Module 8 From the Universe to the Atom 	
<p>Course requirements</p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>It is strongly recommended that all students studying Physics undertake and complete the Mathematics Advanced course as a companion subject. This will ensure students have a strong ability to interpret and use mathematical concepts.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Construction, Electricity, Gas, Water and Waste Services, Manufacturing, Mining, Professional, Scientific and Technical Services</p>			

Science Extension

Number of units: 1		Faculty: Science	Fees: \$40
Board Developed Course		Contact: Mr Kai Connell – Relieving Head Teacher Science	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Study of at least one of Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 and continue the study of at least one of these science courses throughout Year 12.			
Corequisites: 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.			
Eligibility: Nil			
Pattern of study: A student may count up to six units of Science in Year 11 and seven units of Science in Year 12, excluding Agriculture.			
Exclusions: Chemical World Science Life Skills, Earth and Space Science Life Skills, Investigating Science Life Skills, Living World Science Life Skills, Physical World Science Life Skills.			
<p>Course description</p> <p>Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p> <p>Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.</p>			
Year 12 only			
<p>What students learn</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 The Foundations of Scientific Thinking • Module 2 The Scientific Research Proposal • Module 3 The Data, Evidence and Decisions • Module 4 The Scientific Research Report 			
<p>Course requirements</p> <p>Students must meet the Prerequisite and Corequisites as outlined at the top of this page.</p> <p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student’s own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p> <p>All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Education and Training, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Professional, Scientific and Technical Services, Public Administration and Safety</p>			

Society and Culture

Number of units: 2		Faculty: HSIE	Fees: \$40
Board Developed Course		Contact: Mr Stuart Galletly – Head Teacher HSIE	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Society and Culture Life Skills, HSIE Life Skills (where Society and Culture is undertaken within the course).			
<p>Course description</p> <p>Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • The Social and Cultural World: The interactions between persons and groups within societies • Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings • Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them 		<p>What students learn</p> <p>Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study. • The Personal Interest Project (PIP): an individual research project <p>Depth Studies</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture: The interconnection between popular culture, society and the individual • Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity • Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures • Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours. 	
<p>Course requirements</p> <p>Completion of a Personal Interest Project is a prerequisite of completing this course.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Health Care and Social Assistance, Information Media and Telecommunications, Public Administration and Safety</p>			

Textiles and Design

Number of units: 2		Faculty: TAS	Fees: \$50 + project costs
Board Developed Course		Contact: Ms Adelaide Zietsch – Rel. Head Teacher TAS	
HSC exam: Yes	ATAR: Yes	Ms Susan Ray	
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Applied Fashion Design and Technology VET BEC, Textiles and Design Life Skills, Technology Life Skills (where Textiles and Design is undertaken within the course).			
<p>Course description</p> <p>The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas of apparel, non-apparel, costume, textile arts or furnishings, and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) 		<p>What students learn</p> <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%) 	
<p>Course requirements</p> <p>In the Year 11 course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p>		<p>Course requirements</p> <p>In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Manufacturing, Other Services, Retail Trade, Wholesale Trade</p>			

Visual Arts

Number of units: 2		Faculty: CAPAL	Fees: \$100 + BOW
Board Developed Course		Contact: Ms Simone Museth – Head Teacher CAPAL	
HSC exam: Yes	ATAR: Yes		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Creative Arts Life Skills (where Visual Arts is undertaken within the course), Visual Arts Life Skills. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p>Course description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations.</p> <p>Year 11 course learning opportunities focus on:</p> <ul style="list-style-type: none"> the nature of practice in artmaking, art criticism and art history through different investigations the role and function of artists, artworks, the world and audiences in the artworld the different ways the visual arts may be interpreted and how students might develop their own informed points of view how students may develop meaning and focus and interest in their work building understandings over time through various investigations and working in different forms. <p>While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.</p>		<p>What students learn</p> <p>The Year 12 course learning opportunities focus on:</p> <ul style="list-style-type: none"> how students may develop their practice in artmaking, art criticism, and art history how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations how students may further develop meaning and focus in their work. 	
<p>Course requirements</p> <ul style="list-style-type: none"> Artworks in at least two expressive forms and use of a process diary a broad investigation of ideas in artmaking, art criticism and art history. 		<p>Course requirements</p> <ul style="list-style-type: none"> development of a body of work and use of a process diary a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in artmaking, art criticism and art history. 	
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Information Media and Telecommunications</p>			



Board Developed VET Courses offered at Byron Bay High School

For more information and to access VET Industry Curriculum Frameworks or syllabus visit
[NESA: Vocational Education and Training \(VET\) Stage 6](#)

VET Courses | Frequently Asked Questions

What does VET mean?

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

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

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

What is reported on the HSC?

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

What are competencies?

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

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

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF) can be used in the calculation of the ATAR if a student studies the 240 hour course and sits the written exam for the HSC.

What is the Australian Quality Framework (AQF)?

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

What are Australian Quality Framework (AQF) qualifications?

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

What are Industry Curriculum Frameworks?

NSW Education Standards Authority NESA has packaged VET courses from National Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Year 11 course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit.

Who delivers VET to students?

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

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. Ms Susan Ray as VET Coordinator at Byron Bay High School holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. Ms Susan Ray as VET Coordinator at Byron Bay High School holds application forms.

How do foundation and employability skills relate to VET courses?

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."

Study in a VET ICF course may give a student access to the HSC, an AQF credential, workplace learning and an ATAR.

For a VET course to contribute toward an ATAR, students must complete the optional HSC examination.

Any questions about VET Courses?

School-based VET course contacts are:

- Hospitality | Ms Susan Ray – VET Coordinator
- Entertainment | Ms Simone Museth – Head Teacher CAPAL

TVET or TAFE delivered VET course contacts are:

- Mr Brian O'Connor | Careers Advisor
- Mr Warren Lee | Deputy Principal Year 11 2024
- TAFE NSW [TVET Guide 2024](#)

Entertainment Industry



Education

2024 Entertainment Industry Course Descriptor Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR CUA30420 Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162

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: **Entertainment Industry**
Board Developed Course (240 hour) (Statement of Attainment course)

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 CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/Training/Details/CUA30420>. 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 15 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 an entertainment environment and be able to use a personal digital device including a personal computer or laptop.

Creative Arts and Culture Training Package (CUA 6.0) Units of Competency

Core

CUAIND311 Work effectively in the creative arts industry
CUAIND314 Plan a career in the creative arts industry.

Elective

CPCCWHS1001 Prepare to work safely in the construction industry
CUASOU306 Operate sound and reinforcement systems
CUAWHS312 Apply work health and safety practices
CUALGT311 Operate basic lighting
CUASTA311 Assist with production for live performances

Elective

CUAVSS312 Operate vision systems
CUASMT311 Work effectively backstage during performances
CUASTA212 Assist with bump in bump out of shows
CUASOU331 Undertake live audio operations
SITXCCS006 Provide service to customers

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

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

Working within the Live production and Technical Services Industry involves:

- Technical production
- customer (client) service

- teamwork
- using digital technologies
- creating documents

Examples of occupations in the Live Production and Technical Services Industry:

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> Front of House Assistant Technical Assistant (Productions) Special Effects Assistant Assistant Sound Technician | <ul style="list-style-type: none"> Follow Spot Operator Runner Props Assistant Technical Production Assistant | <ul style="list-style-type: none"> Sound Assistant Assistant Scenic Artist Stagehand Lighting | <ul style="list-style-type: none"> Audio and Staging Assistant Production Crew Stage Door Attendant Lighting Systems Technician |
|--|---|---|---|

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. The HSC specialisation study includes an additional 60 hours of course work.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$50 + approx. \$100 for White Card HSC - \$50
School Specific equipment and associate requirements for students
Students will be required to complete White Card training. If students do not hold this certification, it will be an additional cost

Refunds

Refund Arrangements on a pro-rata basis. Refer to your school refund policy.

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

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

2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

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

Hospitality



Education

2024 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162

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

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

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <https://training.gov.au/training/details/SIT20322>. 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 hospitality environment and be able to use a personal digital device including a personal computer or laptop.

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

Core

BSBTWK201 Work effectively with others
SITHIND007 Use hospitality skills effectively
SITHIND006 Source and use information on the hospitality industry
SITXCOM007 Show social and cultural sensitivity
SITXWHS005 Participate in safe work practices
SITXCCS011 Interact with customers

Elective

SITXFSA005 Use hygienic practices for food safety
SITHCCC025 Prepare and present sandwiches
SITXFSA006 Participate in safe food handling practices
SITHFAB024 Prepare and serve non-alcoholic beverages
SITHFAB025 Prepare and serve espresso coffee
SITHFAB027 Serve food and beverages

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"> Working within the hospitality industry involves organising information and records in both paper and electronic forms customer (client) service | <ul style="list-style-type: none"> teamwork using technologies creating documents |
|--|--|

Examples of occupations in the Hospitality Industry:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> Café Attendant Waiter/Waitress | <ul style="list-style-type: none"> Catering Assistant Barista | <ul style="list-style-type: none"> Food and Beverage Attendant Bartender |
|---|---|--|

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$150 HSC - \$150

School Specific equipment and associated requirements for students

Industry standard uniform of black polo shirt, chef pants, black full-length apron and black chef hat is required for all practical and assessment work. Uniform sets will be available for purchase through the school (costs TBA). Plain black polo shirts are available at retail outlets. Fully enclosed, non-slip shoes, preferably black leather.

Refunds

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

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

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

2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3

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



Content Endorsed Courses offered at Byron Bay High School They DO NOT count towards an ATAR Course Descriptions A-Z

All course descriptions are accurate at the time of printing.

For further information and course requirements, please refer to the relevant course syllabus available on the NESA website

[Syllabuses A-Z \(Stage 6\)](#)

Marine Studies

Number of units: 2		Faculty: Science	Fees: \$50 + practical costs
Content Endorsed Course		Contact: Mr Kai Connell – Relieving Head Teacher Science	
HSC exam: No	ATAR: No		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Nil			
<p>Course description</p> <p>The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.</p> <p>The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century.</p>			
<p>What students learn</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.</p> <p>Through Marine Studies students will develop:</p> <ul style="list-style-type: none"> • knowledge, understanding and appreciation that promote sound environmental practices in the marine environment • the ability to cooperatively manage activities and communicate in a marine context • an ability to apply the skills of critical thinking, research and analysis • knowledge and understanding of marine industries and their interaction with society and with leisure pursuits • knowledge, understanding and skills in safe practices in the marine context. 			
Year 11		Year 12	
<p>Marine Studies is comprised of a 30 hour Core, 23 optional modules and an optional personal interest project. After completing the core, schools are able to select from the optional modules to develop programs that respond to student needs and interests.</p> <p>Core topics include:</p> <ul style="list-style-type: none"> • Marine Safety and First Aid • The Marine Environment • Life in the Sea • Humans in Water • Marine and Maritime Employment <p>Optional modules may be selected from:</p> <ul style="list-style-type: none"> • Resuscitation Certificate • First Aid Certificate • Dangerous Marine Creatures • Estuarine Studies • Coastal Studies • Coral Reef Ecology • Oceanography 		<p>Optional modules continued:</p> <ul style="list-style-type: none"> • Local Area Study • Sea Birds of Our Coast • Commercial and Recreational Fishing • Aquaculture • Marine Resources Management • Marine Aquarium • Anatomy and Physiology of Marine Organisms • Seafood Handling and Processing • Skin Diving and Diving Science • Marine Engineering • Marine Archaeology • Boating and seamanship • Marine Craft Construction and Repair • Pilotage and Navigation • Marine Communication • Wind Powered Craft and • Personal Interest Project 	
Course requirements: Nil			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Agriculture, Forestry and Fishing, Mining, Professional, Scientific and Technical Services, Public Administration and Safety</p>			

Photography, Video and Digital Imaging

Number of units: 2		Faculty: CAPAL	Fees: \$100 – paid prior to darkroom access + project costs
Content Endorsed Course		Contact: Ms Simone Museth – Head Teacher CAPAL	
HSC exam: No	ATAR: No	Ms Michelle Dess	
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p>Course description</p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>			
Year 11 and 12			
<p>What students learn</p> <p>For Year 11 and 12, Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> • Wet Photography • Video • Digital Imaging. <p>Modules include:</p> <ul style="list-style-type: none"> • Introduction to the Field • Developing a Point of View • Traditions, Conventions, Styles and Genres • Manipulated Forms • The Arranged Image • Temporal Accounts <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>			
<p>Course requirements</p> <p>Students will need access to their own camera and are required to keep a diary throughout the course.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Information Media and Telecommunications</p>			

Sport, Lifestyle and Recreation

Number of units: 2		Faculty: PDHPE	Fees: \$40 + practical session costs e.g., tennis, pool entry
Course type: Content Endorsed		Contact: Mr Grant Herbert – Head Teacher PDHPE	
HSC exam: No	ATAR: No		
Prerequisites: Nil		Corequisites: Nil	Eligibility: Nil
Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.			
<p>Course description</p> <p>Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p>			
Year 11 and 12			
<p>What students learn</p> <p>Through the study of Sport, Lifestyle and Recreation course, students learn to develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles that impact on quality of performance • an ability to analyse and implement strategies to promote health, activity and enhanced performance • a capacity to influence the participation and performance of self and others. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> • Aquatics • Athletics • First Aid • Fitness • Specific Sports and Games • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle. 			
<p>Course requirements</p> <p>The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered.</p> <p>Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules.</p>			
<p>Assessment: The <i>Byron Bay High School Assessment Procedures and Schedules</i> document will detail the course assessment program. It is issued at course commencement and includes the number and type of assessment tasks, the components and weightings, and task schedules. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p>Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Arts and Recreation Services, Education and Training, Health Care and Social Assistance, Public Administration and Safety</p>			

School Based Apprenticeships

*Want to start an apprenticeship and get your HSC?
A School Based Apprenticeship may be for you.*

What Are They?

You complete your Apprenticeship part-time whilst in Years 11 and 12 working a minimum of 7 hours per week. May be commenced in Year 10 or early in Year 11.

At the end of Year 12 you commence full time with your employer for the remaining term of your apprenticeship. School Based Apprentices can expect to gain a minimum of 4 units of credit toward their Higher School Certificate.

Apprenticeships Available

School Based Apprenticeships are available in a wide range of trade areas including:

- Automotive
- Hairdressing
- Carpentry
- Horticulture
- Hospitality
- Electrician
- Engineering (Composite Trades)
- Plumbing
- Beauty Therapy
- and many more*



Go to [School-based apprenticeships and traineeships](#) for more information on School Based Apprenticeships in NSW.

I'm Interested. What Do I Do Next?

Discuss your interest with your parent/guardian.
See your Careers Adviser and complete an Expression of Interest Form.
Contact your local School Based Traineeship and Apprenticeship Liaison Officer.

What is the Student's Commitment in a School Based Apprenticeship?

Students are committing to complete an Apprenticeship part-time during Year 11 and 12 and then full-time on completion of the HSC for the remaining term of the Apprenticeship.

Students may need to attend TAFE to complete Stage 1 of their trade course (as part of their HSC). It requires a minimum of 7 hours per week work which may have to be undertaken on a school day. Students must be prepared to work some days, evenings, weekends and more hours during school holidays.

What are the benefits to students?

Students will complete the equivalent of the first year of their Apprenticeship whilst gaining their HSC.

How to get a School Based Apprenticeship?

Positions will be advertised through the School Careers Adviser and more commonly arise from a successful work experience placement.

Do you already have part time work that could be converted to a School Based Apprenticeship? Let your Careers Adviser know.

You will need to complete an Expression of Interest form and provide a Resume for the employer (see your Careers Adviser for help).

Have a meeting with the Careers Adviser Mr Brian O'Connor to discuss possibilities of a School Based Apprenticeship for you.

School Based Traineeships

*Want to work and get your HSC?
A School Based Traineeship may be for you.*

What Are They?

A School Based Traineeship combines paid work, training, and school. The traineeship provides an industry recognised national qualification and credit towards the HSC.

A School Based Traineeship can give you a head start in your career, a head start in an apprenticeship and a head start at TAFE.

Traineeships Available

School Based Traineeships are available in a wide range of industry areas including:

- Hospitality
- Beauty Services
- Health Services
- Business Services
- Information Technology
- Agriculture
- Fitness
- Automotive
- Retail
- Early Childhood Education and Care
- Construction
- and many more*



Go to [School-based apprenticeships and traineeships](#) for more information on School Based Traineeships in NSW.

I'm Interested. What Do I Do Next?

Discuss your interest with your parent/guardian and show them the information on this page.
See your Careers Adviser and complete an Expression of Interest Form.
Contact your local School Based Traineeship and Apprenticeship Liaison Officer.

What is the student's commitment in a School Based Traineeship?

Students are committing to a contract of part-time employment which includes formal training (undertaken as part of their HSC pattern of study).

The term of the arrangement can commence in Year 10 and finishes on 31 December of Year 12 (around 24 months). It requires a minimum of 7 hours per week work and a total of 100 days' work over the term of the traineeship. Students must be prepared to work some particular weekdays, evenings, weekends and more hours during school holidays.

What are the benefits to students?

Students receive a Certificate of Proficiency that shows they are proficient in that industry.
Students gain valuable industry experience whilst undertaking their HSC.
Students expand their skills and post HSC career opportunities as many organisations offer ongoing employment and a career path.

How to get a School Based Traineeship?

Positions will be advertised through the School Careers Adviser and most commonly arise from a successful work experience placement.

Do you already have part time work that could be converted to a School Based Traineeship? Let your Careers Adviser know.

You will need to complete an Expression of Interest form and provide a Resume for the employer (see your Careers Adviser for help).

Have a meeting with the Careers Adviser Mr Brian O'Connor to discuss possibilities of a School Based Traineeship for you.