Byron Bay High School

Handbook for Senior Courses 2026 - 2027

Principal: Ms Janine Marcus
Deputy Principal: Mr Murray Cronin

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

Contents

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 NSW Education Standards Authority (NESA) will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC.

Eligibility Requirements

- To be eligible for the award of the HSC, students must:
    a. have completed Year 10, and
    b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
    c. have completed All My Own Work program or its equivalent, and
    d. have demonstrated the HSC minimum standard of literacy and numeracy, and
    e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
    f. have made a **genuine attempt** at assessment tasks that contribute more than 50% of the available marks for courses where school-based assessment marks are submitted, and
    g. sit for and make a **serious attempt** at any requisite Higher School Certificate examinations for a course

Pattern of Study

NESA's pattern of study is the combination of Preliminary and HSC courses studied by students over Years 11 and 12 for the award of the HSC. NESA has structured its pattern of study to ensure that students study a broad range of Preliminary and HSC courses.

- To be eligible for the award of the **HSC credential**, students must satisfactorily complete:
    - a Preliminary (Year 11) pattern of study comprising at least **12 units,** and
    - an HSC (Year 12) pattern of study comprising at least **10 units**.
- To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:
    - 2 units of a Board Developed course in English Click here to know your options for English courses
    - at least 4 more units of Board Developed courses
    - at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
    - at least 4 subjects.
- Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses (excluding Agriculture).
- For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.
- Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.
- Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

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. It is important to 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 specific eligibility rules for some Languages courses, such as Beginners and in Context, 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 on the NESA website at Choosing HSC subjects.

- 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 subject areas.

Main type of HSC Courses

Student interest and need are supported with a variety of courses across diverse learning areas. There are 2 main types of HSC courses:

- **Board Developed Courses** – these courses have exams that count towards your HSC and the Australian Tertiary Admission Rank (ATAR)
- **Board Endorsed Courses** – these courses count towards the HSC but do not have an HSC exam and do not contribute towards the calculation of the ATAR.

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, external examination of the Higher School Certificate is then set by NESA for each course.

Board Developed Courses with an HSC exam 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 that means for students who choose to sit the exam, the results can also contribute to the calculation of your ATAR.

VET courses can be studied either at school or through TAFE NSW and other training providers. Details of VET courses on offer at Byron Bay High School can be found on page 54.

Local TAFE delivered VET (TVET) courses on offer in our area can be found by accessing the TVET Guide 2026. 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 VET 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 directly 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 pages 62 - 63)***
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 for Year 12 (HSC).

Life Skills courses

Students with intellectual disability can pursue their HSC through Life Skills courses. They have specific entry requirements, and while they don't count towards an ATAR, students still need to meet general eligibility and study patterns to earn the HSC.

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)

Board Endorsed Courses count towards the HSC but do not have an HSC exam and **do not** contribute towards the calculation of the ATAR.

Content Endorsed Courses are one type of BEC and are offered at Byron Bay High School. They are developed by NESA to cater for a wide candidature in areas of specific need not served by Board Developed Courses.

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 2026 – 2027.

Board Developed Courses on offer

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

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). Most HSC courses are worth 2 units. 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. Any course with an HSC exam can count towards the calculation of the ATAR.

Course Name	**Unit Value**	**Subject Area** (minimum of 4)	**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
Health and Movement Science	2	Health and Movement Science	PDHPE
History Extension[3]	1	Ancient History/Modern History	HSIE
Hospitality[2] (Examination)	2	Hospitality	TAS
Industrial Technology Metal and Engineering Technologies	2	Industrial Technology	TAS
Industrial Technology Multimedia	2	Industrial Technology	TAS
Industrial Technology Timber	2	Industrial Technology	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[4] (Examination)	2	Mathematics	Mathematics
Modern History	2	Modern History	HSIE
Music 1	2	Music	CAPAL
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 (excluding Agriculture), but there is only one HSC Science Extension course.

Board Endorsed Courses on offer

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

Content Endorsed Courses

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

Course Name	**Unit Value**	**Subject Area** (minimum of 4)	**Faculty**
Marine Studies	2	Marine Studies	Science
Numeracy	2	Mathematics	Mathematics
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:

- Successfully complete the HSC: All My Own Work program (or its equivalent) before submitting any work for Year 11 or Year 12 courses, unless you are entered for Year 11 and Year 12 Life Skills courses only.
- Satisfactorily complete the required courses as part of the specified study patterns.
- Sit for and make a serious attempt at the HSC exams as required.
- Meet the HSC minimum standard of literacy and numeracy within 5 years of starting your HSC course.

Click the relevant link for more information on the NESA HSC: All My Own Work program or HSC Minimum Standard online tests. At Byron Bay High School these requirements are integrated into the Year 10 Preparing for Success course. For further information please contact the Head Teacher Teaching and Learning.

All students who meet the eligibility, pattern of study, course and assessment requirements are entitled to the award of a **Higher School Certificate** and **Record of School 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 Advisors, Mr Brian O'Connor or Ms Madelyn Sergi.

Some sites to help you may include:
Universities Admission Centre: UAC

> **UAC Year 10 subject selection resources**:
> Top Tips for Choosing HSC Courses [PDF] a checklist of what to keep in mind when making decisions about the HSC.
> 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 (2025 edition) is an 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: QTAC Career pathways. A copy of the 2028 Guide is available from the Careers Advisor.

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 the careers advisors 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 Advisors Mr Brian O'Connor or Ms Madelyn Sergi, current and past HSC students.

Do your research, but ultimately make the decision that will best support your interests to encourage a 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 – General Advice

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

Agriculture is a useful preparation if you intend to study agricultural science, agricultural economics, or rural science. The best preparation includes HSC Agriculture, and at least one other Science and Mathematics course.

Business Studies/Community and Family Studies/Design and Technology/Drama/Food Technology/Health and Movement Science/Industrial Technology/Legal Studies/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 generally listed in:

1. University Admissions Centre (UAC) University Entry Requirements booklet
   UAC Steps to Uni for Year 10 students (2025 edition)
2. Qld Tertiary Admissions Centre (QTAC) Tertiary Requisites
   Year 10 Guide for 2028 will be available from the Careers Adviser.

   Websites: www.uac.edu.au and www.qtac.edu.au

As a general guide:

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. However, if you wish to study a language other than English as your major subject, 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. Health and Movement Science 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/Psychology

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 and relevant VET courses 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 then 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 – Head Teacher Science**	
HSC exam: Yes	**ATAR:** Yes	kai.connell1@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Agriculture Life Skills, Technology Life Skills (where Agriculture is undertaken within the course)

Course description

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.

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.

Year 11	Year 12
What students learn • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%)	**What students learn** **Core** (80%) • Plant/Animal Production (50%) • Farm Product Study (30%) **Elective** (20%) Choose **ONE** of the following electives to study: • 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 *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, Electricity, Gas, Water and Waste Services, Professional, Scientific and Technical Services

Ancient History

<table>
<tr><td colspan="2">Number of units: 2</td><td colspan="2">Faculty: HSIE</td><td>Fees: $40</td></tr>
<tr><td colspan="2">Board Developed Course</td><td colspan="3" rowspan="2">Contact: Mr Stuart Galletly – Head Teacher HSIE

stuart.galletly3@det.nsw.edu.au</td></tr>
<tr><td>HSC exam: Yes</td><td>ATAR: Yes</td></tr>
<tr><td colspan="2">Prerequisites: Nil</td><td colspan="2">Corequisites: Nil</td><td>Eligibility: Nil</td></tr>
<tr><td colspan="5">Exclusions: Ancient History Life Skills, HSIE Life Skills (where Ancient History is undertaken within the course)</td></tr>
<tr><td colspan="5">Course description
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.

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.</td></tr>
<tr><td colspan="2">Year 11</td><td colspan="3">Year 12</td></tr>
<tr><td colspan="2">What students learn
The Year 11 course comprises three sections.
• 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
Historical concepts and skills are integrated with the studies undertaken in Year 11.</td><td colspan="3">What students learn
The Year 12 course comprises four sections.
• Core Study: Cities of Vesuvius – Pompeii and Herculaneum
• One ‘Ancient Societies’ topic
• One ‘Personalities in their Times’ topic
• One ‘Historical Periods’ topic
Historical concepts and skills are integrated with the studies undertaken in Year 12.</td></tr>
<tr><td colspan="2">Course requirements
In the Year 11 course, students undertake at least two case studies.
• One must be from Egypt, Greece, Rome or Celtic Europe, and
• One must be from Australia, Asia, the Near East or the Americas.</td><td colspan="3">Course requirements
The Year 12 course requires study from at least two of the following areas:
• Egypt
• Near East
• China
• Greece
• Rome</td></tr>
<tr><td colspan="5">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.</td></tr>
<tr><td colspan="5">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</td></tr>
</table>

Biology

Number of units: 2		**Faculty:** Science	**Fees:** $50
Board Developed Course		**Contact:** **Mr Kai Connell – Head Teacher Science**	
HSC exam: Yes	**ATAR:** Yes	kai.connell1@det.nsw.edu.au	
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

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.

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.

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.

Year 11	Year 12
What students learn The Year 11 course consists of four modules: • **Module 1** Cells as the Basis of Life • **Module 2** Organisation of Living Things • **Module 3** Biological Diversity • **Module 4** Ecosystem Dynamics	**What students learn** The Year 12 course consists of four modules: • **Module 5** Heredity • **Module 6** Genetic Change • **Module 7** Infectious Disease • **Module 8** Non-infectious Disease and Disorders

Course requirements

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.

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.

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.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process. Excursions may incur an additional cost.

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, 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		stuart.galletly3@det.nsw.edu.au
Prerequisites: Nil	**Corequisites:** Nil		**Eligibility:** Nil

Exclusions: Business and Economics Life Skills, HSIE Life Skills (where Business and Economics is undertaken within the course)

Course description

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.

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.

Year 11	Year 12
What students learn • 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	**What students learn** • 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

Course requirements

Stage 6 requirements regarding indicative course time apply. However, there are no specific requirements for this course.

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: Education and Training, Financial and Insurance Services, Public Administration and Safety, Rental, Hiring and Real Estate Services

Chemistry

Number of units: 2		**Faculty:** Science	**Fees:** $50
Board Developed Course		**Contact:** **Mr Kai Connell – Head Teacher Science**	
HSC exam: Yes	**ATAR:** Yes	kai.connell1@det.nsw.edu.au	
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

Course description

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.

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.

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.

Year 11	Year 12
What students learn The Year 11 course consists of four modules: • **Module 1** Properties and Structure of Matter • **Module 2** Introduction to Quantitative Chemistry • **Module 3** Reactive Chemistry • **Module 4** Drivers of Reactions	**What students learn** The Year 12 course consists of four modules: • **Module 5** Equilibrium and Acid Reactions • **Module 6** Acid/base Reactions • **Module 7** Organic Chemistry • **Module 8** Applying Chemical Ideas

Course requirements

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.

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.

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.

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.

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, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Mining, Professional, Scientific and Technical Services

Community and Family Studies

Number of units: 2		**Faculty:** TAS	**Fees:** $40
Board Developed Course		**Contact:** **Ms Susan Ray – Head Teacher TAS**	
HSC exam: Yes	**ATAR:** Yes	susan.ray@det.nsw.edu.au	
Prerequisites: Nil	**Eligibility:** Nil	**Exclusions:** Community and Family Studies Life Skills	

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.

What students learn

Through the study of the Community and Family Studies course, students learn to develop:

- 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

- **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

Year 12

- **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

HSC option modules: Select **one** of the following:

- **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

Course requirements

The Year 11 course consists of three mandatory modules and the indicative course time allocated to their study.

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.

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: Education and Training, Health Care and Social Assistance, Public Administration and Safety

Design and Technology

Number of units: 2		**Faculty:** TAS	**Fees:** $50 + cost of projects
Board Developed Course		**Contact:** **Ms Susan Ray – Head Teacher TAS**	
HSC exam: Yes	**ATAR:** Yes	susan.ray@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Design and Technology Life Skills, Technology Life Skills (where Design and Technology is undertaken)

Course description

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.

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.

Year 11	Year 12
What students learn 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.	**What students learn** 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.
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.	**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.

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: Construction, Electricity, Gas, Water and Waste Services, Manufacturing, Mining, Professional, Scientific and Technical Services

Drama

Number of units: 2		**Faculty:** CAPAL	**Fees:** $50
Board Developed Course		**Contact:** **Ms Simone Museth – Head Teacher CAPAL**	
HSC exam: Yes	**ATAR:** Yes	simone.museth@det.nsw.edu.au	
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
What students learn Students engage with the components of Making, Performing and Critically Studying through collaborative and individual experiences. Year 11 course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. 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.	**What students learn** 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. **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. **Individual Project** Students demonstrate their expertise in a particular area. They choose one project from: • Critical Analysis • Design • Performance • Script-writing • Video Drama. Main Topics include: • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project

Course requirements
In preparing for the group performance, the published Course Prescriptions include a topic list which is used as a starting point.
The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.
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.
Students selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.

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: 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 – Head Teacher Science**	
HSC exam: Yes	**ATAR:** Yes	kai.connell1@det.nsw.edu.au	
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

Course description

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.

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.

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.

Year 11	Year 12
What students learn The Year 11 course consists of four modules: • **Module 1** Earth's Resources • **Module 2** Plate Tectonics • **Module 3** Energy Transformations • **Module 4** Human Impacts	**What students learn** The Year 12 course consists of four modules: • **Module 5** Earth's Processes • **Module 6** Hazards • **Module 7** Climate Science • **Module 8** Resource Management

Course requirements

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.

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.

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.

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.

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, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Mining

Economics

Number of units: 2		**Faculty:** HSIE	**Fees:** $40
Board Developed Course		**Contact:** **Mr Stuart Galletly – Head Teacher HSIE**	
HSC exam: Yes	**ATAR:** Yes	stuart.galletly3@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Business and Economics Life Skills, HSIE Life Skills (where Business and Economics is undertaken within the course)

Course description

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.

Year 11	Year 12
What students learn • 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.	**What students learn** • 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.

Course requirements

Stage 6 requirements regarding indicative course time apply. However, there are no specific requirements for this course.

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: Education and Training, Financial and Insurance Services, Professional, Scientific and Technical Services, Public Administration and Safety, Rental, Hiring and Real Estate Services

English Advanced

Number of units: 2		**Faculty:** English	**Fees:** $40
Board Developed Course		**Contact:** Ms Sarah McGregor – Head Teacher English	
HSC exam: Yes	**ATAR:** Yes	sarah.mcgregor13@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: English EAL/D, English Standard, English Studies, English Life Skills

Course description

English Advanced 11–12 provides students the opportunity to refine their understanding of the dynamic relationship between language, texts and meaning through critical study, and the skilful and creative use of language forms, language features, and structures of texts composed for different purposes in a range of contexts. Students develop the knowledge to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

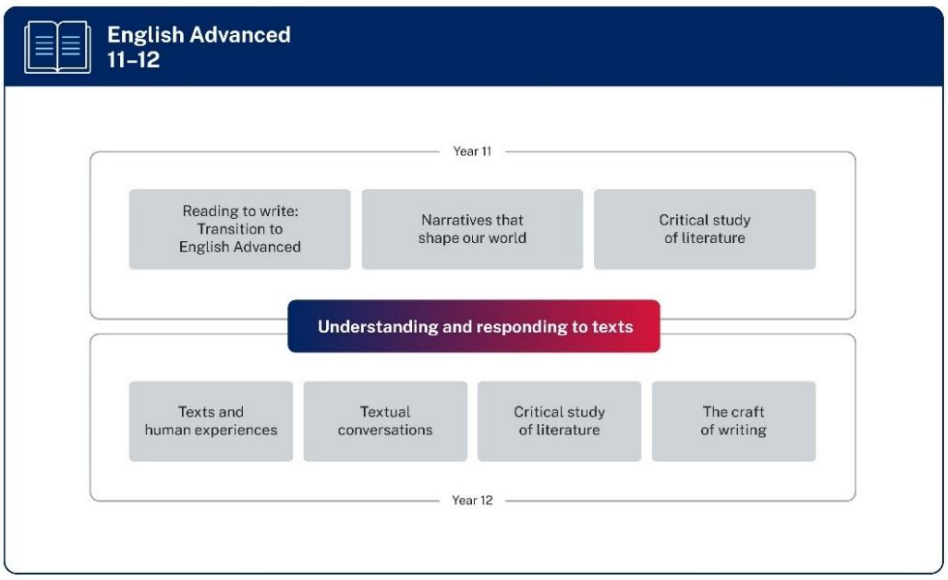
What students learn

Through the study of English Advanced 11–12, students:

- use clear written and verbal communication skills for a range of purposes and audiences
- seek and evaluate information and arguments to inform their understanding of ideas
- make inferences about the intention and meaning of language based on context
- confidently express personal experiences and opinions and develop knowledge and skills as independent learners.

Year 11	Year 12
• Reading to write: Transition to English Advanced • Narratives that shape our world • Critical study of literature	• Texts and human experiences • Textual conversations • Critical study of literature • the craft of writing

Course structure and requirements



Text requirements

Across Stage 6, the selection of texts must give students experience of:

- texts that are widely regarded as quality literature
- a range of Australian texts
- a range of texts authored by Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts with a range of social, cultural and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing, where appropriate.

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.

English Extension 1

Number of units: 1		**Faculty:** English	**Fees:** $40
Board Developed Course		**Contact:** Ms Sarah McGregor – Head Teacher English	
HSC exam: Yes	**ATAR:** Yes	sarah.mcgregor13@det.nsw.edu.au	

Prerequisites: English Extension (Year 11, 1 unit) is a prerequisite for English Extension 1 in Year 12.

Corequisite: English Advanced (Year 11, 2 units) is a corequisite for English Extension in Year 11. English Advanced (Year 12, 2 units) is a corequisite for English Extension 1 in Year 12.

Exclusions: English EAL/D, English Standard, English Studies, English Life Skills

Course description

English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.

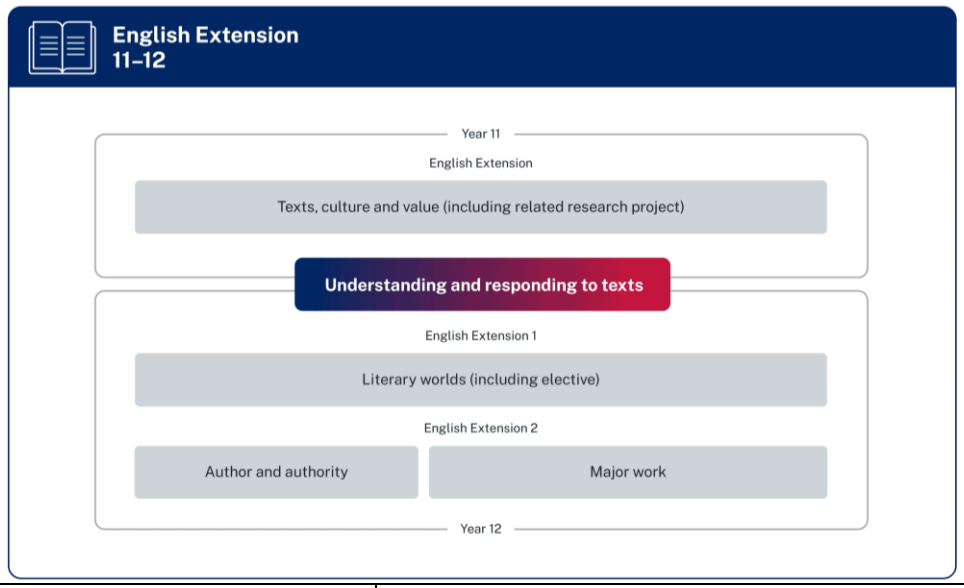
What students learn

Through the study of English Extension, students:

- learn to use clear written and verbal communication for a range of purposes and audiences
- interpret and evaluate information and arguments for clarity, precision and effectiveness
- make inferences about intention and meaning of language based on contextual clues
- explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.

Year 11	Year 12
• Texts, culture and value • Related research project	• Literary worlds (including ONE elective option)

Course structure and requirements



Text requirements

Teachers prescribe ONE text from the past and its manifestations in one or more recent contexts.

Students select ONE text and its manifestations in one or more recent contexts. They research a range of texts as part of their Related research project.

Students are required to study THREE prescribed texts in ONE elective. At least TWO of these texts are required to be extended print texts, which may include poetry.

Students are also required to study ONE related text for the elective.

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 three tasks in Year 12.

English Extension 2

Number of units: 1		**Faculty:** English	**Fees:** $40
Board Developed Course		**Contact:** Ms Sarah McGregor – Head Teacher English	
HSC exam: No	**ATAR:** Yes	sarah.mcgregor13@det.nsw.edu.au	
Prerequisites: Nil			
Corequisites: English Advanced (Year 12, 2 units) and English Extension 1 (Year 12, 1 unit)			
Exclusions: English EAL/D, English Standard, English Studies, English Life Skills			

Course description

English Extension 2 extends students' conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work.

What students learn

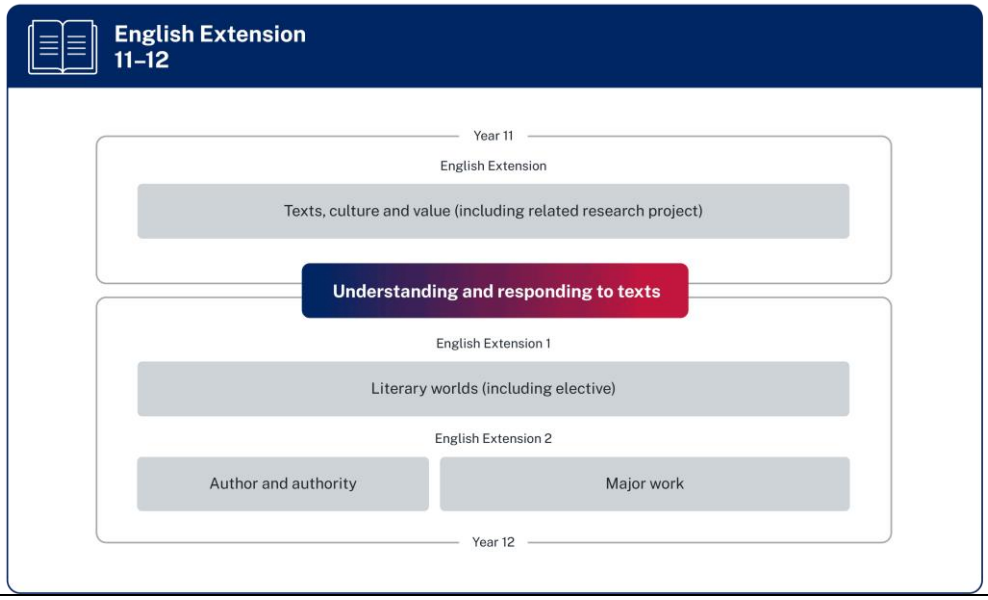
Through the study of English Extension, students:

- learn to use clear written and verbal communication for a range of purposes and audiences
- interpret and evaluate information and arguments for clarity, precision and effectiveness
- make inferences about intention and meaning of language based on contextual clues
- explore using verbal and written language to confidently express personal experiences and opinions, and reflect on development of knowledge and skills as independent learners.

Year 12 only

- Author and authority
- Major work

Course structure and requirements



Text requirements

As part of Author and authority and the associated author study, students undertake an extensive, independent investigation involving a range of complex texts. For the Major work the selection of texts will depend on the form of the Major work and be appropriate to the purpose, audience and context of the composition.

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 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 – Head Teacher English**	
HSC exam: Yes	**ATAR:** Yes	sarah.mcgregor13@det.nsw.edu.au	
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

Course description

English Standard 11–12 provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts, in order to become confident and effective communicators. Students develop the knowledge to analyse, reconsider and refine meaning, and to reflect on their own processes of responding, composing and learning.

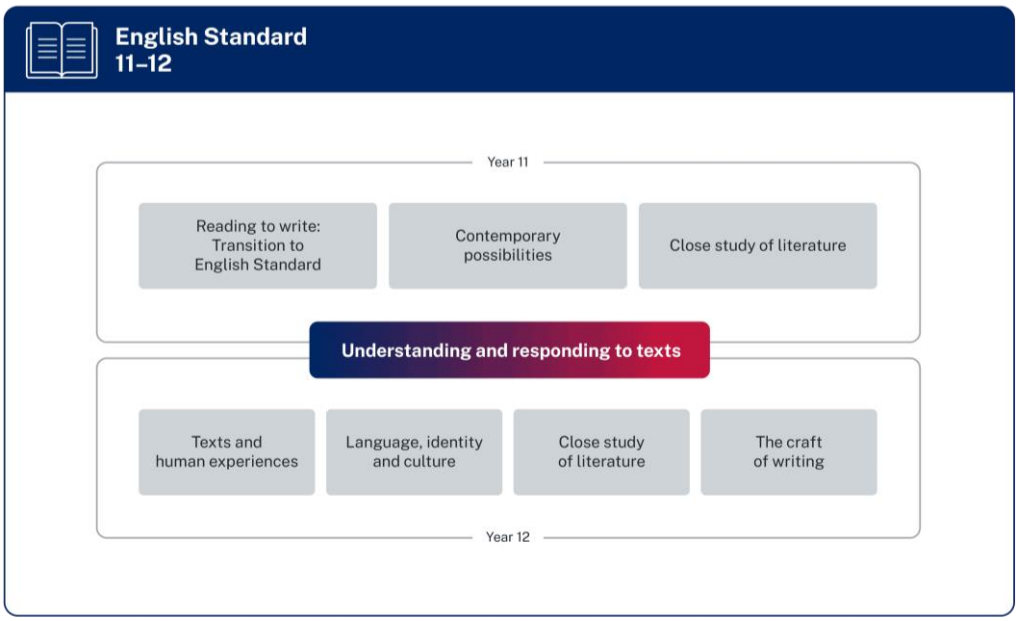
What students learn

Through the study of English Standard 11–12, students:

- develop clear communication skills for a range of purposes and audiences
- find information and perspectives to develop their understanding of ideas
- learn to make assumptions about the purpose and meaning of language based on context
- express personal experiences and opinions and reflect on skills as independent learners.

Year 11	Year 12
• Reading to write: Transition to English Standard • Contemporary possibilities • Close study of literature	• Texts and human experiences • Language, identity and culture • Close study of literature • The craft of writing

Course structure and requirements



Text requirements Students are required to study ONE complex multimodal or digital text in Contemporary possibilities. This may include the study of film. Students are required to study ONE substantial literary print text in Close study of literature, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of ONE poet.	Students are required to closely study 3 prescribed texts, with ONE drawn from each of the following categories: • prose fiction • poetry • drama OR film OR media OR nonfiction.

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.

English Studies

Number of units: 2		**Faculty:** English	**Fees:** $40
Board Developed Course		**Contact:** **Ms Sarah McGregor – 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

Course description

English Studies 11–12 provides students the opportunity to explore the ideas, values, language forms, features and structures of texts from a range of contexts. Through responding to and composing texts, students strengthen their ability to access and comprehend information, assess its reliability and synthesise the knowledge gained from a range of sources for a variety of purposes.

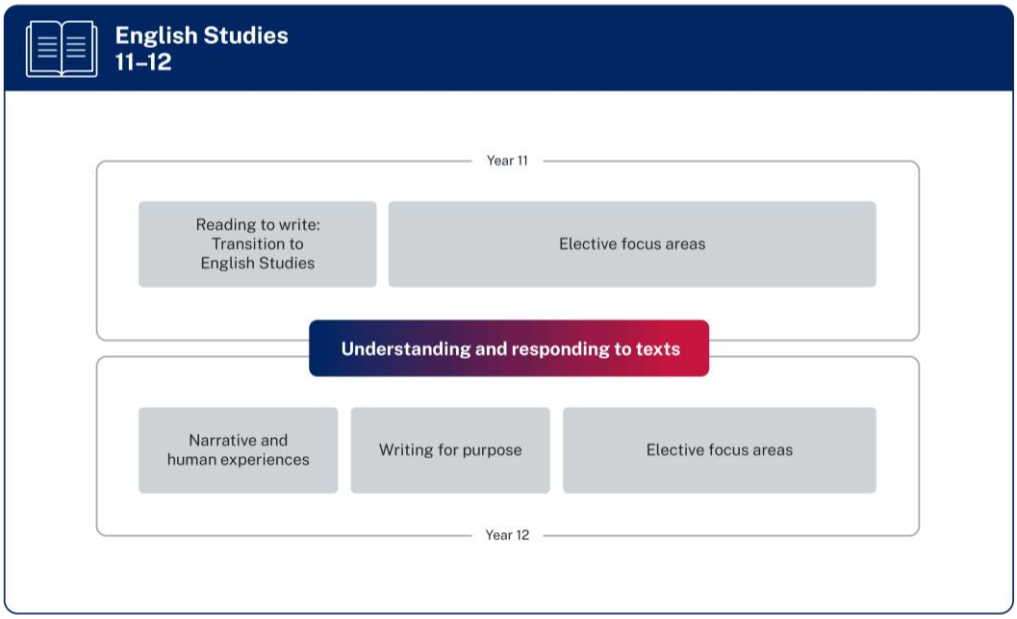
What students learn

Through the study of English Studies 11–12, students:

- develop and use communication skills for a range of purposes and audiences
- find information and perspectives that will inform their understanding of ideas
- make inferences about the meaning of language based on context
- express personal experiences and opinions and develop skills as independent learners.

Year 11	Year 12
• Reading to write: Transition to English Studies • An additional 2-3 elective focus areas	• Narrative and human experiences • Writing for purpose • 2 elective focus areas

Course structure and requirements



Text requirements

Students are required to study ONE substantial multimodal text, which could be film or media.

Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

Students are required to study a wide range of texts, with ONE substantial text drawn from each of the following categories:

- print text, which could be prose fiction, nonfiction, poetr or drama
- multimodal text, which could be film or media.

For Narrative and human experiences, students are required to study ONE text from the prescribed text list.

For Writing for purpose, students are required to study at least FOUR short texts from the prescribed text list.

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.

Food Technology

Number of units: 2		**Faculty:** TAS	**Fees:** $100
Board Developed Course		**Contact:** **Ms Susan Ray – Head Teacher TAS**	
HSC exam: Yes	**ATAR:** Yes	susan.ray@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Food Technology Life Skills, technology Life Skills (where Food Technology is undertaken within the course)

Course description

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.

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.

Year 11	Year 12
What students learn • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%)	**What students learn** • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%)

Course requirements

There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2-unit 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.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

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.

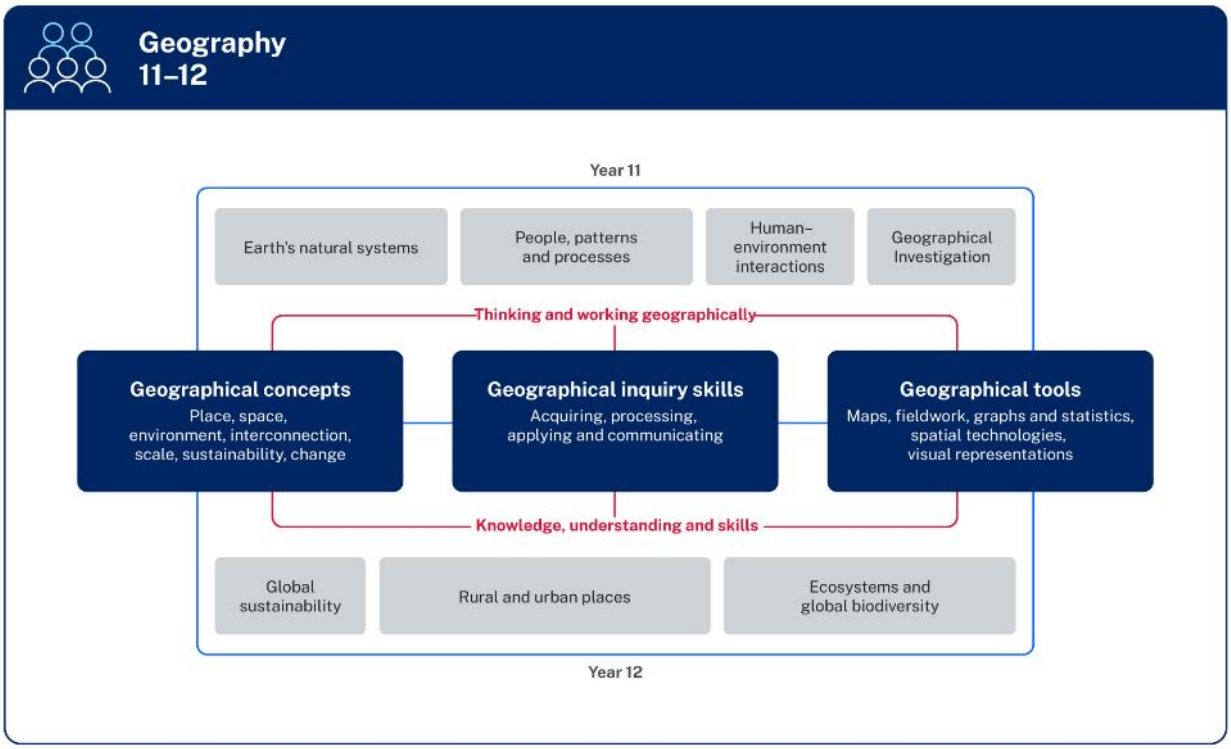
Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Agriculture, Forestry and Fishing, Electricity, Gas, Water and Waste Services, Manufacturing, Professional, Scientific and Technical Services, Wholesale Trade

Geography

Number of units: 2		**Faculty:** HSIE	**Fees:** $40
Board Developed Course		**Contact:** **Mr Stuart Galletly – Head Teacher HSIE**	
HSC exam: Yes	**ATAR:** Yes	stuart.galletly3@det.nsw.edu.au	
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.



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.

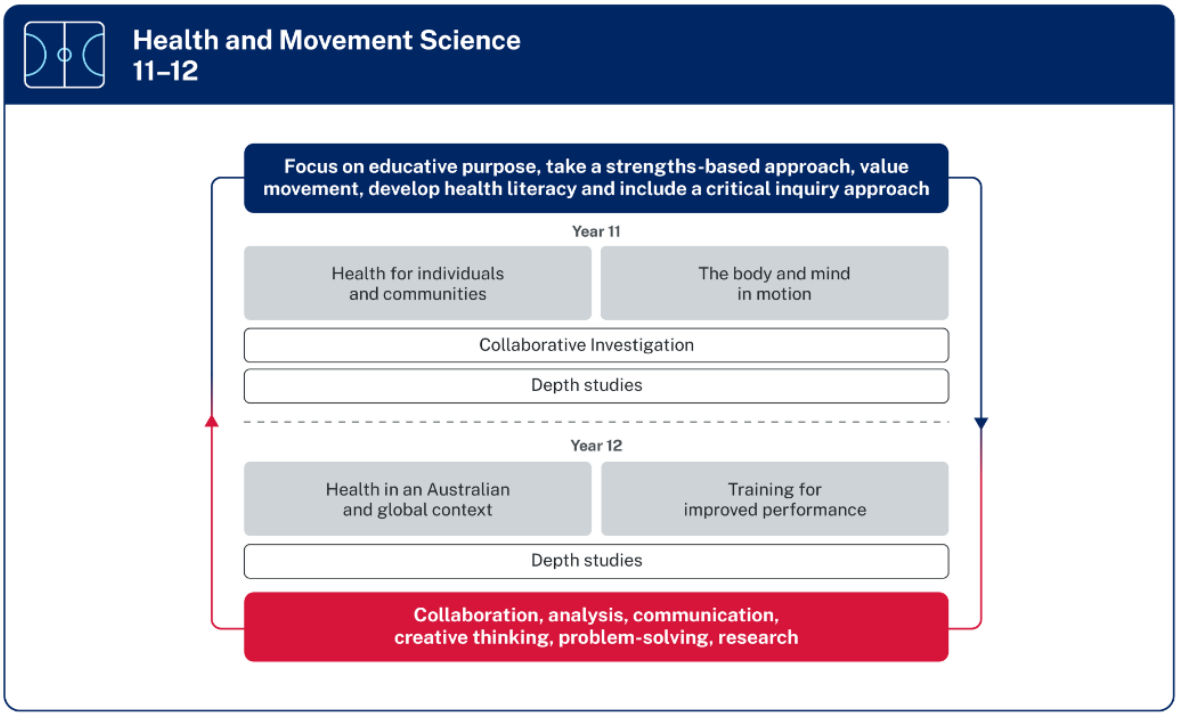
Careers: the knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following as outlined on the Your Career website: Agriculture, Forestry and Fishing, Education and Training, Professional,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

Health and Movement Science

Number of units: 2		**Faculty:** PDHPE	**Fees:** $60 + additional practical costs.
Board Developed Course		**Contact:** **Mr Grant Herbert – Head Teacher PDHPE**	
HSC exam: Yes	**ATAR:** Yes	grant.herbert1@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil		**Eligibility:** Nil
Exclusions: Health and Movement Science Life Skills.			

Course structure and requirements

The Year 11 and 12 course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts. The following diagram illustrates the elements of the course and their relationship:



Where appropriate, case studies, practical application and research skills are to be integrated throughout student learning in all components of the course.

The Health and Movement Science 11–12 Syllabus is shaped by the 5 propositions. Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11.

The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions 'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'

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: Education and Training, Health Care and Social Assistance, 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	stuart.galletly3@det.nsw.edu.au	

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)

Course description

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.

Year 12 only

What students learn

The course comprises two sections:

Constructing History

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

History Project

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Course requirements

The course requires students to undertake:

- one case study
- the development of one History Project.

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, 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: Education and Training, Information Media and Telecommunications, Professional, Scientific and Technical Services, Public Administration and Safety, Rental, Hiring and Real Estate Services

Industrial Technology Metal and Engineering Technologies

Number of units: 2		**Faculty:** TAS	**Fees:** $50 + project costs
Board Developed Course		**Contact:** **Ms Susan Ray – Head Teacher TAS**	
HSC exam: Yes	**ATAR:** Yes	**Mr Tim Sawyer**	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Students can only undertake study in ONE focus area within the Industrial Technology course. The same area is to be studies 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).

Course description

The industry focus area for this Industrial Technology course is Metal and Engineering 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 Metal and Engineering Technologies.

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.

Year 11	Year 12
What students learn The following sections are taught on the relevant focus area: • Industry Study (15%) • Design (10%) • Management and Communication (20%) • Production (40%) • Industry Related Manufacturing Technology (15%)	**What students learn** The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry: • Industry Study (15%) • Major Project (60%) - Design, Management and Communication - Production • Industry Related Manufacturing Technology
Course requirements 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. Involvement in an industry study excursion is mandatory and may incur an additional cost.	**Course requirements** 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 metal and engineering focus area.

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: Manufacturing, Professional, Scientific and Technical Services, Mining, Construction, Other Services

Industrial Technology Multimedia Technologies

Number of units: 2		**Faculty:** TAS	**Fees:** $50 + project costs
Board Developed Course		**Contact:** **Ms Susan Ray – Head Teacher TAS**	
HSC exam: Yes	**ATAR:** Yes	**Mr Tristam Horn**	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Students can only undertake study in ONE focus area within the Industrial Technology course. The same area is to be studies 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).

Course description

The industry focus area for this Industrial Technology course is Multimedia 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 Multimedia Technologies.

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.

Year 11	Year 12
What students learn The following sections are taught on the relevant focus area: • Industry Study (15%) • Design (10%) • Management and Communication (20%) • Production (40%) • Industry Related Manufacturing Technology (15%)	**What students learn** The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry: • Industry Study (15%) • Major Project (60%) - Design, Management and Communication - Production • Industry Related Manufacturing Technology
Course requirements 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. Involvement in an industry study excursion is mandatory and may incur an additional cost.	**Course requirements** 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 multimedia focus area.

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: Manufacturing, Professional, Scientific and Technical Services, Information Media and Telecommunications, Mining, Construction, Other Services

Industrial Technology Timber Products and Furniture Technologies

<table>
<tr><td colspan="2">Number of units: 2</td><td colspan="2">Faculty: TAS</td><td>Fees: $50 + project costs</td></tr>
<tr><td colspan="2">Board Developed Course</td><td colspan="3" rowspan="2">Contact: Ms Susan Ray – Head Teacher TAS

susan.ray@det.nsw.edu.au</td></tr>
<tr><td>HSC exam: Yes</td><td>ATAR: Yes</td></tr>
<tr><td colspan="2">Prerequisites: Nil</td><td colspan="2">Corequisites: Nil</td><td>Eligibility: Nil</td></tr>
<tr><td colspan="5">Exclusions: Students can only undertake study in ONE focus area within the Industrial Technology course. The same area is to be studies 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).</td></tr>
<tr><td colspan="5">Course description
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.

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.</td></tr>
<tr><td colspan="2">Year 11</td><td colspan="3">Year 12</td></tr>
<tr><td colspan="2">What students learn
The following sections are taught on the relevant focus area:
• Industry Study (15%)
• Design (10%)
• Management and Communication (20%)
• Production (40%)
• Industry Related Manufacturing Technology (15%)</td><td colspan="3">What students learn
The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:
• Industry Study (15%)
• Major Project (60%)
- Design, Management and Communication
- Production
• Industry Related Manufacturing Technology</td></tr>
<tr><td colspan="2">Course requirements
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.

Involvement in an industry study excursion is mandatory and may incur an additional cost.</td><td colspan="3">Course requirements
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 timber products and furniture focus area.</td></tr>
<tr><td colspan="5">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.</td></tr>
<tr><td colspan="5">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</td></tr>
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Investigating Science

Number of units: 2		**Faculty:** Science	**Fees:** $50
Board Developed Course		**Contact:** **Mr Kai Connell – Head Teacher Science**	
HSC exam: Yes	**ATAR:** Yes	kai.connell1@det.nsw.edu.au	
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

Course description

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.

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.

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.

Year 11	Year 12
What students learn The Year 11 course consists of four modules: • **Module 1** Cause and Effect – Observing • **Module 2** Cause and Effect – Inferences and Generalisations • **Module 3** Scientific Models • **Module 4** Theories and Laws	**What students learn** The Year 12 course consists of four modules: • **Module 5** Scientific Investigations • **Module 6** Technologies • **Module 7** Fact or Fallacy? • **Module 8** Science and Society

Course requirements

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.

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.

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.

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: Education and Training, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Professional, Scientific and Technical Services, Public Administration and Safety

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	stuart.galletly3@det.nsw.edu.au	
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).

Course description

The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and 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.

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.

Year 11	Year 12
What students learn • Part I: The Legal System • Part II: The Individual and the Law • Part III: The Law in Practice 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.	**What students learn** • Core Part I: Crime • Core Part II: Human Rights • Part III: Two options Two options are chosen from: • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order. Each topic's themes and challenges should be integrated into the study of the topic.

Course requirements

Stage 6 requirements regarding indicative course time apply. However, there are no specific requirements for this course.

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: Education and Training, Financial and Insurance Services, Professional, Scientific and Technical Services, Public Administration and Safety

Mathematics Advanced

Number of units: 2		**Faculty:** Mathematics	**Fees:** $40
Board Developed Course		**Contact:** **Ms Kelly Todoroska – Head Teacher Maths**	
HSC exam: Yes	**ATAR:** Yes	kelly.nelson1@det.nsw.edu.au	

Prerequisites: Nil

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.

Course description

Mathematics Advanced 11–12 focuses on mathematical ways of viewing the world to investigate concepts, such as order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to explore mathematical problems through observation, reflection and reasoning.

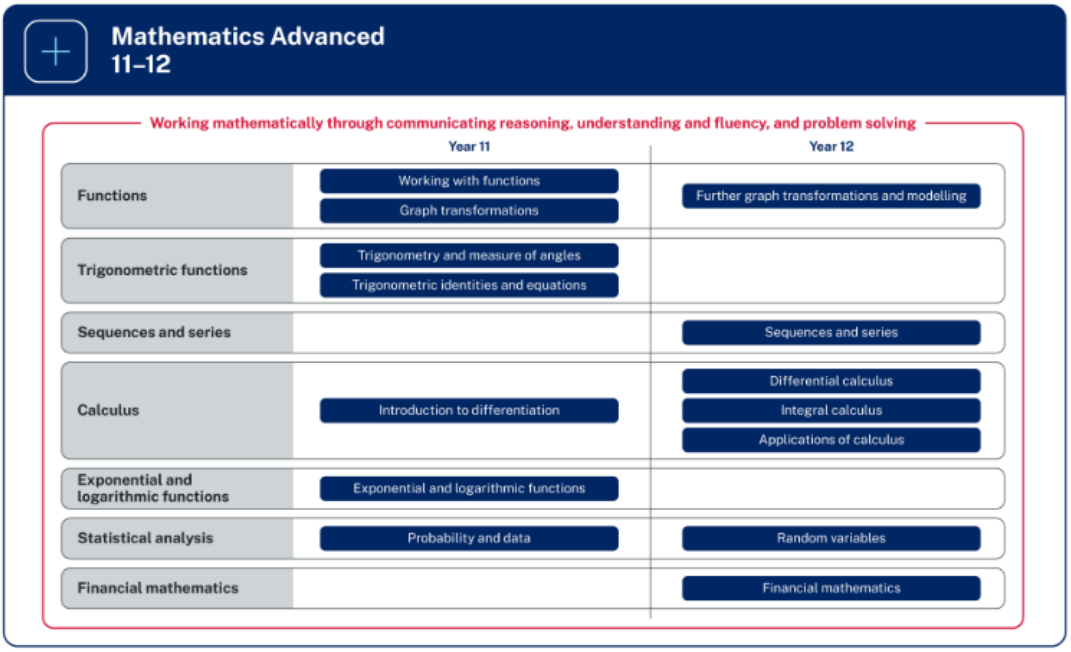
What students learn

Through the study of Mathematics Advanced 11–12, students:

- develop knowledge, understanding and skills in Working mathematically and communicating concisely and precisely
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling
- gain an appropriate mathematical background for future pathways which involve mathematics and its applications at the tertiary level.

Year 11	Year 12
Area of study • Functions • Trigonometric functions • Calculus • Exponential and logarithmic functions • Statistical analysis	**Area of study** • Functions • Calculus • Sequences and series • Statistical analysis • Financial mathematics

Course structure and requirements



Mathematics Advanced consists of the courses Mathematics Advanced Year 11 and Mathematics Advanced Year 12. Students must study both Mathematics Advanced Year 11 and Mathematics Extension 1 Year 11 courses before they can study Year 12 Mathematics Extension 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.

Mathematics Extension 1

Number of units: 1		**Faculty:** Mathematics	**Fees:** $40
Board Developed Course		**Contact:**	**Ms Kelly Todoroska – Head Teacher Maths**
HSC exam: Yes	**ATAR:** Yes		kelly.nelson1@det.nsw.edu.au

Prerequisites: Nil

Corequisites: Mathematics Advanced

Exclusions: Mathematics Standard, Mathematics Standard 1, Mathematics Standard 2, or Mathematics Life Skills.

Course description

Mathematics Extension 1 focuses on the development of students mathematical arguments and proofs, and use of mathematical models. The course allows students to develop a thorough knowledge and understanding of and competence in further aspects of mathematics as an extension of the Mathematics Advanced 11–12 course.

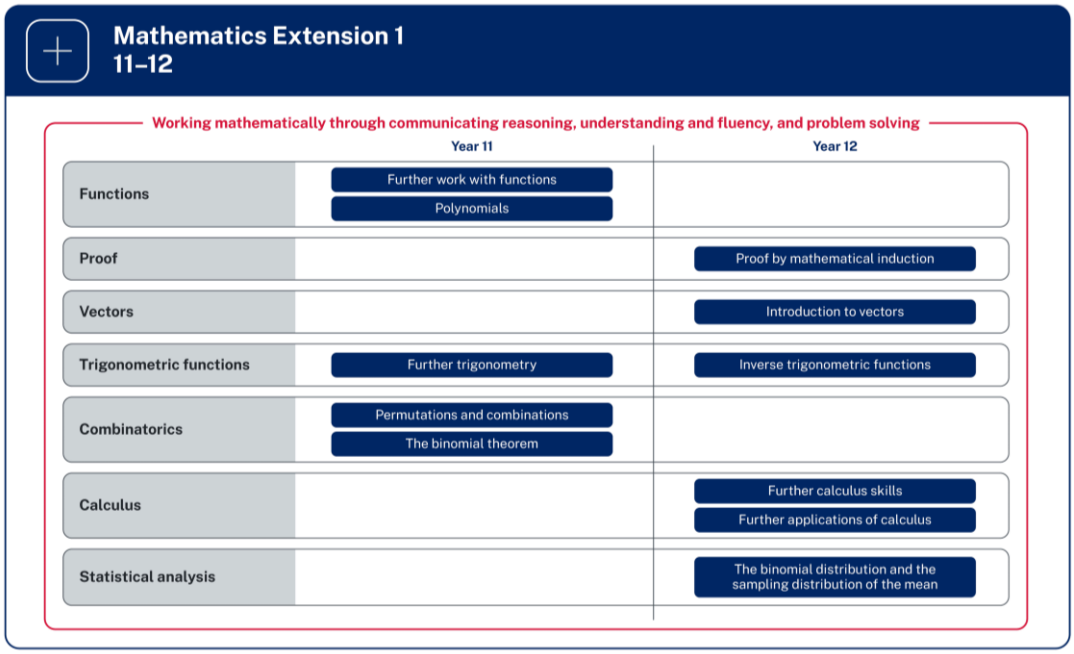
What students learn

Through the study of Mathematics Extension 1, students:

- develop thorough knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- develop rigorous mathematical arguments and proofs, and use mathematical models extensively
- develop awareness of the interconnected nature of mathematics, its beauty and its functionality
- gain an appropriate mathematical background for future pathways that may involve mathematics and its applications.

Year 11	Year 12
• Functions • Trigonometric functions • Combinatorics	• Proof • Vectors • Trigonometric functions • Calculus • Statistical analysis

Course structure and requirements



Mathematics Extension 1 consists of the courses Mathematics Extension 1 Year 11 and Mathematics Extension 1 Year 12. Students studying one or both Extension 1 and 2 courses must study both Mathematics Advanced Year 11 and Mathematics Extension 1 Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.

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.

Mathematics Extension 2

Number of units: 1		**Faculty:** Mathematics	**Fees:** $40
Board Developed Course		**Contact:**	**Ms Kelly Todoroska – Head Teacher Maths**
HSC exam: Yes	**ATAR:** Yes		kelly.nelson1@det.nsw.edu.au

Prerequisites: Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course.

Corequisites: Mathematics Advanced Year 12 course and Mathematics Extension 1 Year 12 course.

Exclusions: Mathematics Standard, Mathematics Standard 1, Mathematics Standard 2, or Mathematics Life Skills.

Course description

Mathematics Extension 2 focuses on key ideas of algebra and calculus and appreciation of mathematical invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not covered in Mathematics Advanced and Mathematics Extension 1.

What students learn

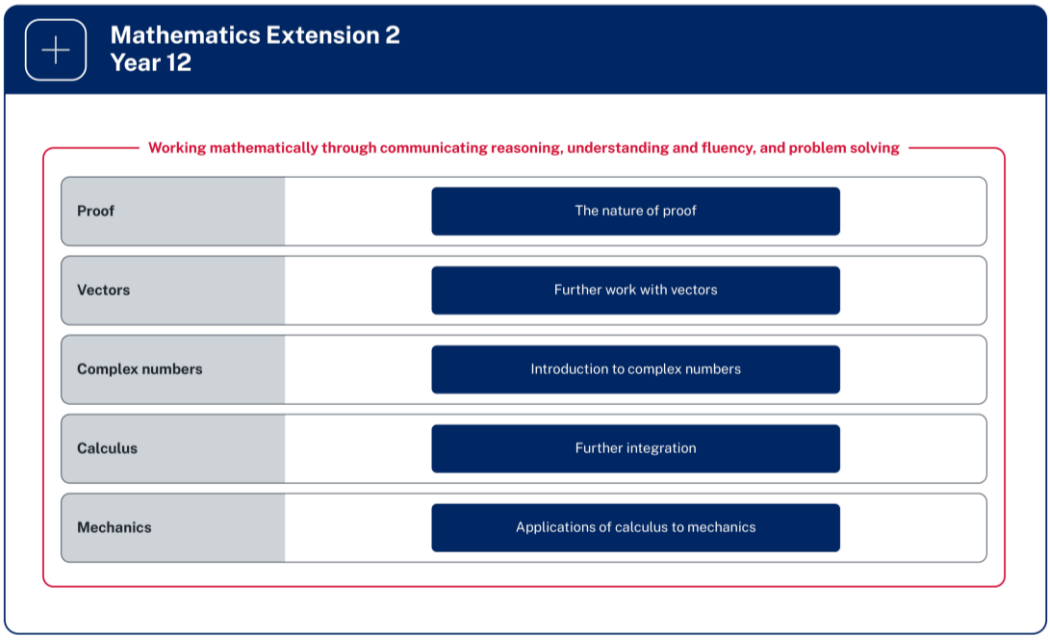
Through the study of Mathematics Extension 2, students:

- develop strong knowledge, understanding and skills in Working mathematically and in communicating concisely and precisely
- acquire knowledge, understanding and skills in relation to mathematical concepts that have applications in an increasing number of contexts
- gain an appropriate mathematical background for future pathways which are founded in mathematics and its applications.

Year 12 only

- Proof
- Vectors
- Complex numbers
- Calculus
- Mechanics

Course structure and requirements



Mathematics Extension 2 is a Year 12-only course. Students studying the Mathematics Extension 2 Year 12 course must:

- have studied the Mathematics Advanced and the Mathematics Extension 1 Year 11 courses
- study the Mathematics Advanced Year 12 and Mathematics Extension 1 Year 12 courses concurrently with Mathematics Extension 2 Year 12.

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 four tasks in Year 12.

Mathematics Standard

Number of units: 2		**Faculty:** Mathematics	**Fees:** $40
Board Developed Course		**Contact:** Ms Kelly Todoroska – Head Teacher Maths	
HSC exam Standard 1: Optional **HSC exam Standard 2:** Yes	**ATAR:** Yes	**For this course to contribute toward an ATAR, Standard 1 students must complete the optional HSC examination.**	

Exclusions for Mathematics Standard: Mathematics Advanced, Mathematics Extension 1 and 2, Mathematics Life Skills.

Course description

Mathematics Standard 11-12 focuses on enabling students to use mathematics to make informed decisions in their daily lives. Students develop understanding and competence through real-world applications of mathematics.

Mathematics Standard 1 provides opportunities for students to build confidence and make mathematics meaningful. Students develop their mathematical knowledge and understanding through applying and modelling to prepare for post-school employment or further training.

Mathematics Standard 2 provides a pathway for students to extend their mathematical thinking by examining more complex content, and through applications and modelling.

What students learn

Through the study of Mathematics Standard 1, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- gain an appropriate mathematical background for post-school employment or further training.

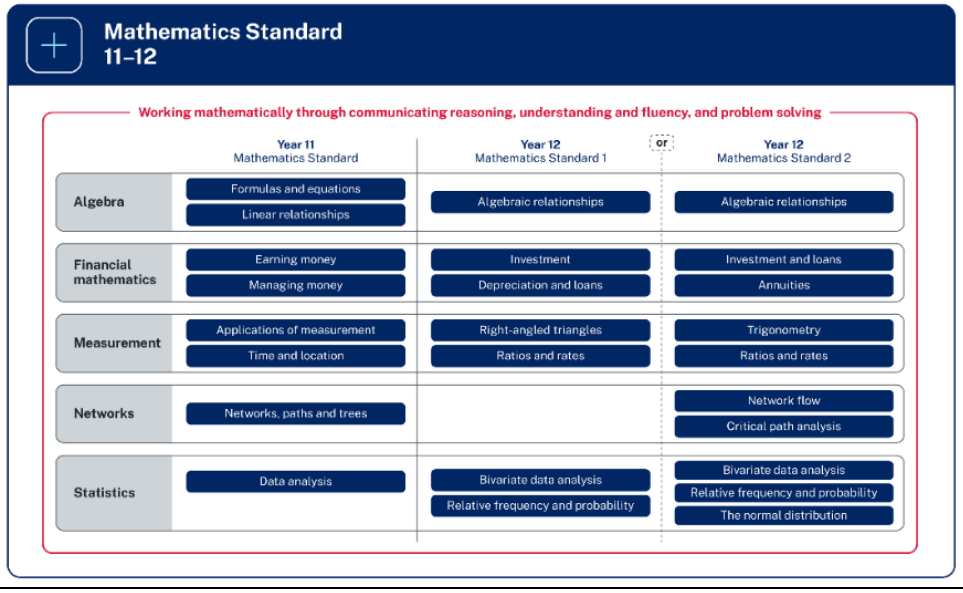
Through the study of Mathematics Standard 2, students:

- develop their knowledge, understanding and skills in Working mathematically and in communicating concisely and systematically
- consider various applications of mathematics in a broad range of contemporary contexts through mathematical modelling and use these models to solve problems related to their present and future needs
- develop an understanding of, and skills in, further aspects of mathematics for concurrent HSC studies
- gain an appropriate mathematical background for a wide range of educational and employment aspirations.

Year 11 – Mathematics Standard	Year 12 – Mathematics Standard 1	Year 12 – Mathematics Standard 2
• Algebra • Financial mathematics • Measurement • Networks • Statistics	• Algebra • Financial mathematics • Measurement • Statistics	• Algebra • Financial mathematics • Measurement • Networks • Statistics

Course structure and requirements

The Year 11 course is undertaken by all students intending to study either the Year 12 Mathematics Standard 1 course or the Year 12 Mathematics Standard 2 course.



Assessment: The *Byron Bay High School Assessment Procedures and Schedules* document will detail the course assessment program. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.

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	stuart.galletly3@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Modern History Life Skills or HSIE Life Skills (where Modern History is undertaken within the course)

Course description

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.

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.

Year 11	Year 12
What students learn The Year 11 course comprises three sections. • **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. Historical concepts and skills are integrated with the studies undertaken in Year 11.	**What students learn** The Year 12 course comprises four sections. • 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 Historical concepts and skills are integrated with the studies undertaken in Year 12.

Course requirements

In the Year 11 course, students undertake at least two case studies.

- 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.

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.

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: Education and Training, Information Media and Telecommunications, Public Administration and Safety

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	simone.museth@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

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.

Course description

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.

Year 11	Year 12
What students learn 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. 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.	**What students learn** 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. 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. 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.

Course requirements

Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.

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: Arts and Recreation Services, Education and Training, Information Media and Telecommunications

Physics

Number of Units: 2		**Faculty:** Science	**Fees:** $50
Board Developed Course		**Contact:** **Mr Kai Connell – Head Teacher Science**	
HSC exam: Yes	**ATAR:** Yes	kai.connell1@det.nsw.edu.au	
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.

Course description

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.

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.

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.

Year 11	Year 12
What students learn The Year 11 course consists of four modules: • **Module 1** Kinematics • **Module 2** Dynamics • **Module 3** Waves and Thermodynamics • **Module 4** Electricity and Magnetism	**What students learn** The Year 12 course consists of four modules: • **Module 5** Advanced Mechanics • **Module 6** Electromagnetism • **Module 7** The Nature of Light • **Module 8** From the Universe to the Atom

Course requirements

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.

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.

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.

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.

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: Construction, Electricity, Gas, Water and Waste Services, Manufacturing, Mining, Professional, Scientific and Technical Services

Science Extension

Number of units: 1		**Faculty:** Science	**Fees:** $40
Board Developed Course		**Contact:** **Mr Kai Connell – Head Teacher Science**	
HSC exam: Yes	**ATAR:** Yes	kai.connell1@det.nsw.edu.au	

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.

Course description

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.

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.

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.

Year 12 only

What students learn

The Year 12 course consists of four modules:

- **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

Course requirements

Students must meet the Prerequisite and Corequisites as outlined at the top of this page.

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.

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.

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.

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 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: Education and Training, Electricity, Gas, Water and Waste Services, Health Care and Social Assistance, Professional, Scientific and Technical Services, Public Administration and Safety

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	stuart.galletly3@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Society and Culture Life Skills, HSIE Life Skills (where Society and Culture is undertaken within the course).

Course description

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).

Year 11	Year 12
What students learn • **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	**What students learn** **Core** • **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 **Depth Studies** Two to be chosen from: • **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.

Course requirements

Completion of the Personal Interest Project.

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: Arts and Recreation Services, Education and Training, Health Care and Social Assistance, Information Media and Telecommunications, Public Administration and Safety

Textiles and Design

Number of units: 2		**Faculty:** TAS	**Fees:** $50 + project costs
Board Developed Course		**Contact:** **Ms Susan Ray – Head Teacher TAS**	
HSC exam: Yes	**ATAR:** Yes	susan.ray@det.nsw.edu.au	
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).

Course description

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.

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.

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).

Year 11	Year 12
What students learn • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%)	**What students learn** • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%)
Course requirements 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.	**Course requirements** 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.

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: Manufacturing, Other Services, Retail Trade, Wholesale Trade

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	simone.museth@det.nsw.edu.au	
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.

Course description

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.

Year 11	Year 12
What students learn The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations. Year 11 course learning opportunities focus on: • 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. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.	**What students learn** The Year 12 course learning opportunities focus on: • how students may develop their practice in artmaking, art criticism, and art history • how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations • how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations • how students may further develop meaning and focus in their work.
Course requirements • 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.	**Course requirements** • 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.

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: Arts and Recreation Services, Education and Training, Information Media and Telecommunications

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. Hospitality and Entertainment are ICF courses.

What is the Australian Quality Framework (AQF)?
The AQF broadly refers to a set of national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations (RTOs). NSW Department of Education RTO 90333 is currently delivering Vocational Education and Training in many NSW schools, including Byron Bay High School.

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 and gained through formal training, work experience, life experience and/or part-time work. See Ms Susan Ray as VET Coordinator at Byron Bay High School for an application form or more information.

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. See Ms Susan Ray as VET Coordinator at Byron Bay High School for an application form or more information.

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 or Ms Madelyn Sergi | Careers Advisor
- Mr Murray Cronin | Deputy Principal Year 11 2026
- TAFE NSW TVET Guide 2026

Entertainment Industry

NSW Department of Education RTO 90333

2026 Entertainment Industry Course Descriptor
CUA30420 Certificate III in Live Production and Technical Services

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

Course: Entertainment Industry Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	**HSC credit – 4 units plus 1 unit for the specialisation study** (2 units x 2 years) plus (1 unit x 1 year) Board Developed Course (240 hour) plus (60 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/training/details/cua30420. You will be expected to complete all the requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

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

Examples of occupations in the entertainment industry

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

VET requirements

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

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

HSC requirements

Mandatory course requirements
You must complete 300 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an `N` determined as required by NESA.

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

Consumable costs: Preliminary: $50 + approx. $100 for White Card. HSC: $50 **School Specific equipment and associated 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 are on a pro-rata basis. Please refer to your school refund policy

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

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

2026 Course Descriptor Entertainment Industry - CUA30420 Certificate III in Live Production and Technical Services Version {_UIVersionString}
Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

Hospitality

NSW Department of Education RTO 90333

2026 Hospitality Course Descriptor
SIT20322 Certificate II in Hospitality

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

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

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality https://training.gov.au/training/details/SIT20322. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

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

Transferrable industry skills gained in this course

- customer service skills
- teamwork
- organisational skills
- adaptability
- critical thinking
- problem solving

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator
- restaurant host/hostess
- receptionist
- function attendant
- barista and café service

VET requirements

Competency-Based Assessment
In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.
Appeals and Complaints
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements
You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an `N` determined as required by NESA.
External Assessment (optional HSC examination for ATAR purposes)
The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary: $150 HSC: $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/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality

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

2026 Course Descriptor Hospitality - SIT20322 Certificate II in Hospitality 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 – Head Teacher Science**	
HSC exam: No	**ATAR:** No	kai.connell1@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	
Exclusions: Nil			

Course description

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.

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.

What students learn

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.

Through Marine Studies students will develop:

- 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
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. Core topics include: • Marine Safety and First Aid • The Marine Environment • Life in the Sea • Humans in Water • Marine and Maritime Employment Optional modules may be selected from: • Resuscitation Certificate • First Aid Certificate • Dangerous Marine Creatures • Estuarine Studies • Coastal Studies • Coral Reef Ecology • Oceanography	Optional modules continued: • 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

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, Mining, Professional, Scientific and Technical Services, Public Administration and Safety

Numeracy

Number of units: 2		**Faculty:** Mathematics	**Fees:** $40
Content Endorsed Course		**Contact:** **Ms Kelly Todoroska – Head Teacher Maths**	
HSC exam: No	**ATAR:** No	kelly.nelson1@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil		**Eligibility:** Nil

Exclusions: Nil. It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course

Course description

The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.

The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities

What students learn

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions

in order to manage situations and solve problems relating to their present and future needs.

Year 11	Year 12
The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.	The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.
Module 1	**Module 3**
1: Whole numbers	1: Percentages
2: Operations with whole numbers	2: Operations with numbers
3: Distance, area and volume	3: Finance
4: Time	4: Location, time and temperature
5: Data, graphs and tables	5: Space and design
Module 2	**Module 4**
1: Fractions and decimals	1: Rates and ratios
2: Operations with fractions and decimals	2: Statistics and probabilitys
3: Metric relationships	3: Exploring with NRMT
4: Length, mass and capacity	
5: Chance	

Course requirements: Nil

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: Electricity, Gas, Water and Waste Services, Financial and Insurance Services, Manufacturing, Mining, Professional, Scientific and Technical Services

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	grant.herbert1@det.nsw.edu.au	
Prerequisites: Nil	**Corequisites:** Nil	**Eligibility:** Nil	

Exclusions: Students studying Board Developed Health and Movement Science must not study CEC modules which duplicate Health and Movement Science modules.

Course description

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

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.

Year 11 and 12

What students learn

Through the study of Sport, Lifestyle and Recreation course, students learn to develop:

- 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.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports and Games
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.

Course requirements

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.

Students of Stage 6 Health and Movement Science (previously PDHPE) may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate.

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: Arts and Recreation Services, Education and Training, Health Care and Social Assistance, Public Administration and Safety

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 or Ms Madelyn Sergi 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 or Ms Madelyn Sergi to discuss possibilities of a School Based Traineeship for you.