



# Byron Bay High School



## Handbook for Senior Courses 2021 - 2022

**Principal:** Ms Janine Marcus

**Deputy Principals:** Ms Donna Riley and Mr Warren Lee (Relieving Deputy Principal)



## 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 booklet 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 subjects 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 tasks that are listed are 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

<b>The Higher School Certificate</b>	<b>5</b>
<b>Pattern of Study</b>	<b>5</b>
<b>Course Requirements</b>	<b>5</b>
<b>Tertiary Studies and ATAR Eligibility</b>	<b>5</b>
<b>Types of HSC Courses</b>	<b>6</b>
<b>Board Developed Courses</b>	<b>8</b>
<b>Board Endorsed Courses</b>	<b>9</b>
<b>Other HSC Eligibility Requirements</b>	<b>9</b>
<b>Choosing Courses</b>	<b>10</b>
<b>Careers Interest Quiz</b>	<b>11</b>
<b>Interests Test results</b>	<b>11</b>
<b>Interest Area Descriptions</b>	<b>11</b>
<b>HSC Subjects and Courses</b>	<b>12</b>
<b>Category A Courses</b>	<b>12</b>
<b>Areas of Tertiary Study</b>	<b>13</b>
<b>Board Developed Courses offered at Byron Bay High School</b>	<b>15</b>
Aboriginal Studies	16
Agriculture	17
Ancient History	18
Biology	19
Business Studies	20
Chemistry	21
Community and Family Studies	22
Dance	23
Design and Technology	24
Drama	25
Earth and Environmental Science	26
Economics	27
English Advanced	28
English Extension 1	29
English Extension 2	30
English Standard	31
English Studies	32
Food Technology	33
Geography	34
History Extension	35
Industrial Technology Multimedia Technologies	36
Industrial Technology Timber Products and Furniture Technologies	37
Investigating Science	38
Japanese Beginners	39
Japanese Continuers	40
Legal Studies	41
Mathematics Advanced	42
Mathematics Extension 1	43
Mathematics Extension 2	44
Mathematics Standard	45
Modern History	46
Music 1	47
Personal Development, Health and Physical Education	48
Physics	49

Science Extension _____	50
Society and Culture _____	51
Studies of Religion II _____	52
Textiles and Design _____	53
Visual Arts _____	54
<b>Board Developed VET Courses offered at Byron Bay High School _____</b>	<b>55</b>
<b>Frequently Asked Questions _____</b>	<b>56</b>
Entertainment Industry _____	58
Hospitality _____	59
<b>Content Endorsed Courses offered at Byron Bay High School _____</b>	<b>60</b>
<b>They DO NOT count towards an ATAR _____</b>	<b>60</b>
Marine Studies _____	61
Photography, Video and Digital Imaging _____	62
Sport, Lifestyle and Recreation Studies _____	63
Visual Design _____	64
<b>School Based Apprenticeships _____</b>	<b>65</b>
<b>School Based Traineeships _____</b>	<b>66</b>

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)

# The Higher School Certificate

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

## Pattern of Study

- English is the only MANDATORY Higher School Certificate subject. Students must choose an English course of 2 unit value within their pattern of study.
- To qualify for the award of the Higher School Certificate students must satisfactorily complete at least **12 units** in your **Year 11 (Preliminary)** pattern of study and at least **10 units** in your **Year 12 (HSC)** pattern of study.
- Both study patterns must include:
  - at least six units of Board Developed Courses
  - at least two units of a Board Developed Course in English
  - at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
  - at least four subjects.
- A student may count up to six units of Science courses in a Year 11 pattern of study and up to seven units of Science in Year 12.

## Course Requirements

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

There are also specific eligibility rules for some Language courses, such as Beginners and Continuers, to ensure your course is at the appropriate level for your experience. Please seek advice from the relevant Head Teacher.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility, rules and prerequisites on the NESA website.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

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

## Tertiary Studies and ATAR Eligibility

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

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

## Types of HSC Courses

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

There are two broad categories of courses:

- Board Developed Courses and
- Board Endorsed Courses.

### Board Developed Courses (BDC)

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

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

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

VET courses are delivered either by schools or through TAFE NSW or other training providers. School-delivered VET Courses may require a subject contribution to cover the costs of consumables.

#### Post-school Options for Students Undertaking VET courses

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

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

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

#### **Employment (see *School Based Apprenticeships/Traineeships page 66 and 67*)**

HSC VET courses are only offered in industry areas where there are real post-school employment prospects. Students completing these courses have skills, knowledge and qualifications which industry will need and recognise. Studies show that students undertaking VET courses as part of their HSC have higher levels of employment, including full-time employment, than other students in the two years after completing their course.

### Extension courses

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

### Life Skills courses

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

All decisions about curriculum options for students with disability should be made through the collaborative curriculum planning process. For further information please contact the Head Teacher Welfare, Mr Ritchie Duncan.

## **Board Endorsed Courses (BEC)**

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

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

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

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

**It is important to note that no school  
can offer nor deliver all Board  
Courses in any one year.**

**All courses contained within this  
booklet are currently on offer to  
students.**

**Student preference from the current  
cohort will determine which courses  
are actually delivered.**

# Board Developed Courses

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

The Board Developed Courses are classified as either Category A or Category B by the Universities Admissions Centre, on behalf of universities. For the purpose of calculating the Australian Tertiary Admission Rank (ATAR), no more than two units can be included from Category B courses.

The courses appear in alphabetical order by course name, within each category.

## Definitions

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

## Category A Courses

Course Name	Unit Value	Subject Area	Faculty
Aboriginal Studies	2	Aboriginal Studies	HSIE
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
Dance	2	Dance	CAPA
Design and Technology	2	Design and Technology	TAS
Drama	2	Drama	CAPA
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
Food Technology	2	Food Technology	TAS
Geography	2	Geography	HSIE
History Extension	1	History Extension	HSIE
Industrial Technology Metals and Engineering	2	Industrial Technology Metals and Engineering	TAS
Industrial Technology Multimedia	2	Industrial Technology Multimedia	TAS
Industrial Technology Timber	2	Industrial Technology Timber	TAS
Investigating Science	2	Investigating Science	Science
Japanese Beginners	2	Japanese Beginners	CAPA/LOTE
Japanese Continuers	2	Japanese Continuers	CAPA/LOTE
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 2	2	Mathematics	Mathematics
Modern History	2	Modern History	HSIE
Music 1	2	Music	CAPA
Personal Development, Health and Physical Education	2	Personal Development, Health and Physical Education	PDHPE
Physics	2	Physics	Science
Science Extension	1	Science Extension	Science
Society and Culture	2	Society and Culture	HSIE
Studies of Religion II	2	Studies of Religion II	HSIE
Textiles and Design	2	Textiles and Design	TAS
Visual Arts	2	Visual Arts	CAPA



## Category B Courses

Course Name	Unit Value	Subject Area	Faculty
English Studies <sup>3</sup>	2	English	English
Entertainment Industry (240 hours) <sup>4</sup>	2	Entertainment Industry	CAPAL
Hospitality (240 hours) <sup>4</sup>	2	Hospitality	TAS
Mathematics Standard 1 <sup>5</sup>	2	Mathematics	Mathematics

### Notes

- 1 You can study both Ancient History and Modern History, but there is only one HSC History Extension course.
- 2 You can study up to three Science courses, but there is only one HSC Science Extension course.
- 3 To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.
- 4 This is a 240 hour Vocational Education and Training (VET) course. An optional written examination will be offered for the HSC. If you want the results from these courses to be available for inclusion in the calculation of your ATAR, subject to the ATAR Rules, you must undertake the optional written examination.
- 5 Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

## Board Endorsed Courses

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

These courses do not count towards an ATAR.

### Content Endorsed Courses

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

Content Endorsed Courses do not have an external Higher School Certificate examination.

## Other HSC Eligibility Requirements

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

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

More information about HSC: All My Own Work and HSC minimum standards can be found on the NESA website.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

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

# Choosing Courses

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

## ***What subjects am I good at?***

## ***What subjects do I enjoy?***

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

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

Some general advice around subject selection has been provided by NESA at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

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

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

Some sites to help you may include:

**Universities Admission Centre:** <https://www.uac.edu.au>

See the feature article dated 25 June 2020: 3 simple steps to HSC subject selection, and access additional resources such as:

[Subject Compass](#): an online tool to help you find HSC courses that match your interests, abilities and future plans

[Steps to Uni for Year 10 students \[PDF\]](#): our annual publication that sets out HSC courses the university require you to have studied to be able to start a degree, or recommend you study in order to set you up for success

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

**Queensland Tertiary Admissions Centre:** <https://www.qtac.edu.au/student-resources/year-10>

**TAFE NSW:** <https://www.tafensw.edu.au/documents/60140/197799/TAFE-NSW-CAREER-GUIDE-2020-WEB.pdf>

## ***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 <https://myfuture.edu.au/bullseyes#/>

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

Take the Careers Interest Quiz at [www.bbhs-careers.com.au](http://www.bbhs-careers.com.au) See details, instructions and a sample result on Page 11. There is other valuable information on this site that may be of relevance to you now and in the future.

The following links may provide insight into the current and future career opportunities in regions within Australia:

**Job Outlook** is an initiative of the Australian Government [National Skills Commission](#). Job Outlook provides information about Australian careers, labour market trends and employment projections. Take the Career Quiz at <https://joboutlook.gov.au/>

**Australian Jobs 2019** is a report available at <https://australianjobs.employment.gov.au/> provides an overview of trends and predictions in the Australian labour market. It is designed for student use.

General career planning advice can be found at <https://myfuture.edu.au/home>

## ***What other resources are available to me?***

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

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

[Tips for choosing HSC courses link](#)

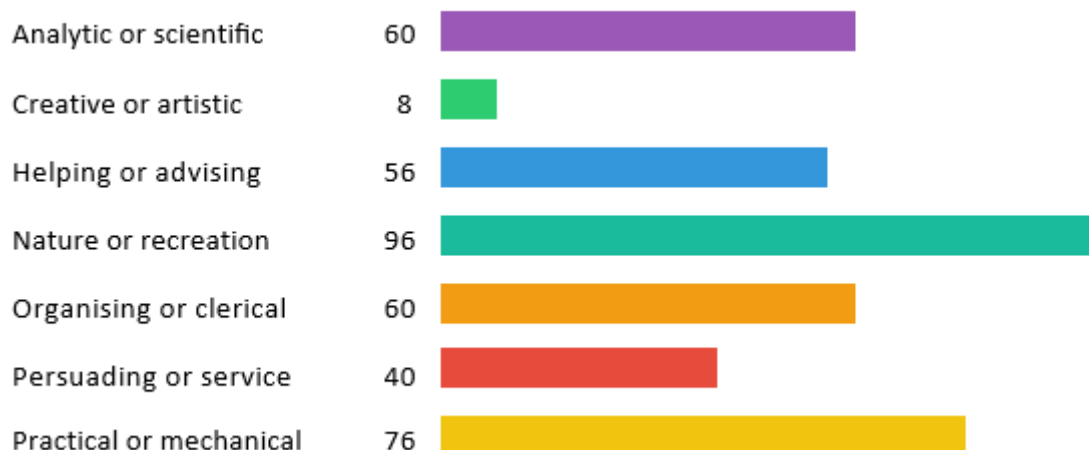
[Making smart subject choices and careers](#) The National Career Development Week Video Series - Career Development

## Careers Interest Quiz

As an aid to possible career direction and thus subject choice, students may want to complete the interest quiz which is on the Byron Bay High School Careers Website. Follow the path below: [www.bbhs-careers.com.au](http://www.bbhs-careers.com.au) → FOR STUDENTS → STUDENT'S SECURE AREA → Register/complete an account → on left menu tests and quizzes → complete interest quiz.

A sample result and interest area descriptions are shown below.

### Interests Test results



### Interest Area Descriptions

#### Analytic or scientific

These occupations involve working with ideas to investigate or seek solutions to scientific, technical, social or other issues. Activities include observing, researching, analysing and interpreting results. The ability to develop theories, apply logic and explore abstract ideas in a specialist area of knowledge is important.

#### Creative or artistic

These occupations involve working with ideas to creatively express, present or perform them. An appreciation of design, style, form, beauty or related concepts used to develop or interpret an idea is important. Activities include writing, painting, singing, dancing, decorating, designing and performing.

#### Helping or advising

These occupations involve working with people to help, inform, teach or treat them. Activities include discussing personal issues, listening to people's problems and providing advice, instruction, information or treatment to meet their needs.

#### Nature or recreation

These occupations involve working with things in the natural world, such as conservation, handling animals, raising crops or livestock, or sport. Activities include growing and caring for living things, or an involvement with sport, leisure or the environment.

#### Organising or clerical

These occupations involve working with data to order, process or retrieve facts and figures, or to develop or administer policies and procedures. Activities include organising, using or updating information (such as files or accounts), developing or following procedures or systems, and the planning, budgeting and staffing of an organisation.

#### Persuading or service

These occupations involve working with people to sell to, influence, motivate, negotiate with or serve them. Activities include selling, promoting or providing goods or services, bargaining or presenting a point of view.

#### Practical or mechanical

These occupations involve working with things, using your hands or special tools and equipment to make, fix, install or adjust them. Activities include practical and physical tasks, which may require an understanding of how equipment or machinery works.

Upon completion of this exercise go to the sections in this Handbook, headed **HSC Subjects and Courses** (below) and **Areas of Tertiary Study** (page 13). This information will give you an idea of subjects that may be of benefit to you in your particular career direction.

# HSC Subjects and Courses

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

## Category A Courses

### English

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

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

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

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

### Mathematics

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

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

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

### Ancient History/Economics/Geography/Modern History

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

### Music

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

### Visual Arts

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

### Agriculture

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

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

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

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

## Areas of Tertiary Study

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

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

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

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

These are all listed in:

1. University Admissions Centre (UAC) University Entry Requirements Year 10 Booklet  
<https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2023.pdf>
2. Qld Tertiary Admissions Centre (QTAC) Tertiary Requisites  
Books available in Library and from Careers Adviser or the following link -  
<http://www.qtac.edu.au/about-qtac/publications>  
Websites: [www.uac.edu.au](http://www.uac.edu.au) and [www.qtac.edu.au](http://www.qtac.edu.au)

### Architecture/Building/Design and Planning

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

### Arts/Humanities

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

### Business/Commerce/Economics/Marketing/Management

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

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

### Communications/Media Studies

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

### Creative and Performing Arts

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

### Earth and Environmental Sciences, Geology and Mining

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

### Education/Teaching

In some institutions courses in education may be taken in an art, science or other programs. Some institutions also offer separate teacher education programs in early childhood, primary and secondary education. Students who wish to qualify as a secondary teacher must also fulfil the entry requirements for study in their proposed area of teaching specialisation. For intending early childhood or primary teachers, some institutions assume or require satisfactory levels of mathematics and/or English.

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

## **Engineering**

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

## **Health Sciences (includes studies not listed under Medical Sciences)**

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

## **Human Movement/Sport Sciences/Physical Education**

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

## **Information Technology**

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

## **Law**

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

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

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

## **Nursing**

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

## **Science/Applied Science/Technology**

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

## **Social Sciences**

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

## **Social Work/Welfare Work**

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

## **Tourism/Hospitality Management**

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



## Board Developed Courses offered at Byron Bay High School

All course descriptions were accurate at the time of printing.

Please refer to the NESA website for further information and updates:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

# Aboriginal Studies

<b>Number of units:</b> 2	<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly - Head Teacher HSIE
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil
<b>Exclusions:</b> Nil		
<p><b>Course description</b></p> <p>The Year 11 course focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies.</p> <p>The Year 12 course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.</p>		
<b>Year 11</b>	<b>Year 12</b>	
<p><b>What students learn</b></p> <p><b>Part I: Aboriginality and the Land</b></p> <ul style="list-style-type: none"> <li>• Aboriginal peoples' relationship to Country</li> <li>• Dispossession and dislocation of Aboriginal peoples from Country</li> <li>• Impact of British colonisation on Country</li> </ul> <p><b>Part II: Heritage and Identity</b></p> <ul style="list-style-type: none"> <li>• The Dreaming and cultural ownership</li> <li>• Diversity of Aboriginal cultural and social life</li> <li>• Impact of colonisation on Aboriginal cultures and families</li> <li>• Impact of racism and stereotyping</li> </ul> <p><b>Part III: International Indigenous Community: Comparative Study</b></p> <ul style="list-style-type: none"> <li>• Location, environment and features of an international Indigenous community</li> <li>• Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity</li> </ul> <p><b>Part IV: Research and Inquiry Methods: Local Community Case Study</b></p> <ul style="list-style-type: none"> <li>• Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information</li> </ul>	<p><b>What students learn</b></p> <p><b>Part I: Social Justice and Human Rights Issues</b></p> <p><b>(a) Global Perspective</b> Global understanding of human rights and social justice</p> <p><b>AND</b></p> <p><b>(b) Comparative Study</b> A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence</p> <p><b>Part II: Case Study of an Aboriginal community for each topic</b></p> <p><b>(a) Aboriginality and the Land</b> – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses <b>OR</b></p> <p><b>(b) Heritage and Identity</b> – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</p> <p><b>Part III: Research and Inquiry Methods – Major Project</b> Choice of project topic based on student interest.</p>	
<p><b>Course requirements:</b> In both courses, students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.</p>		
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>		
<p><b>Careers:</b> Politician, Journalist, Writer, Lawyer, Researcher, Museum Curator or Guide, Art Historian, Teacher, Archaeologist, Anthropologist, Tourism Officer, Nurse, Social Worker.</p>		



# Agriculture

<b>Number of units:</b> 2		<b>Faculty:</b> Science	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stephen Hawkins – Head Teacher Science	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Mrs Jennifer Woodward</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Agriculture Life Skills, Technology Life Skills (where Agriculture is undertaken within the course)			
<p><b>Course description</b></p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Overview (15%)</li> <li>• The Farm Case Study (25%)</li> <li>• Plant Production (30%)</li> <li>• Animal Production (30%)</li> </ul>		<p><b>What students learn</b></p> <p><b>Core (80%)</b></p> <ul style="list-style-type: none"> <li>• Plant/Animal Production (50%)</li> <li>• Farm Product Study (30%)</li> </ul> <p><b>Elective (20%)</b></p> <p>Choose <b>ONE</b> of the following electives to study:</p> <ul style="list-style-type: none"> <li>• Agri-food, Fibre and Fuel Technologies</li> <li>• Climate Challenge</li> <li>• Farming for the 21<sup>st</sup> Century</li> </ul>	
<b>Course requirements:</b> Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.			
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> Wide and varied, including: Agricultural Engineer, Horticulturalist, Wildlife Officer, Fishery Manager, Agricultural Advisor, Researcher, Landscaper, Beekeeper, Farm Manager, Arborist, Wildlife Manager, Soil Engineer, Wetlands Biologist.			

# Ancient History

<b>Number of units:</b> 2		<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b>	
<b>Exclusions:</b> Ancient History Life Skills, HSIE Life Skills (where Ancient History is undertaken within the course)			
<p><b>Course description</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>● <b>Investigating Ancient History</b> Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.</li> <li>● <b>Features of Ancient Societies</b> Students study at least two ancient societies.</li> <li>● <b>Historical Investigation</b></li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>		<p><b>What students learn</b></p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>● Core Study: <b>Cities of Vesuvius – Pompeii and Herculaneum</b></li> <li>● One '<b>Ancient Societies</b>' topic</li> <li>● One '<b>Personalities in their Times</b>' topic</li> <li>● One '<b>Historical Periods</b>' topic</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p><b>Course requirements</b></p> <p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> <li>● One must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>● One must be from Australia, Asia, the Near East or the Americas.</li> </ul>		<p><b>Course requirements</b></p> <p>The Year 12 course requires study from at least two of the following areas:</p> <ul style="list-style-type: none"> <li>● Egypt</li> <li>● Near East</li> <li>● China</li> <li>● Greece</li> <li>● Rome</li> </ul>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Politician, Journalist, Writer, Lawyer, Researcher, Museum Curator or Guide, Art Historian, Teacher, Archaeologist, Archaeologist, Solicitor, Editor, Sociologist, Judge, Intelligence Officer, Criminologist.</p>			

# Biology

<b>Number of units:</b> 2		<b>Faculty:</b> Science	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stephen Hawkins – Head Teacher Science  Mr Kai Connell – Relieving Head Teacher Science	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Living World Science Life Skills			
<p><b>Course description</b></p> <p>The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> <li>▪ <b>Module 1</b> Cells as the Basis of Life</li> <li>▪ <b>Module 2</b> Organisation of Living Things</li> <li>▪ <b>Module 3</b> Biological Diversity</li> <li>▪ <b>Module 4</b> Ecosystem Dynamics</li> </ul>		<p><b>What students learn</b></p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>▪ <b>Module 5</b> Heredity</li> <li>▪ <b>Module 6</b> Genetic Change</li> <li>▪ <b>Module 7</b> Infectious Disease</li> <li>▪ <b>Module 8</b> Non-infectious Disease and Disorders</li> </ul>	
<p><b>Course requirements</b></p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process. Excursions may incur an additional cost.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Wide and varied, including: Dentist, Dental Assistant, Environmental Scientist, Doctor, Nurse, Teacher, Microbiologist, Genetics Counsellor, Laboratory Technician, Veterinarian, Veterinary Nurse, Pharmacist, Pathology, Reproductive Medicine, Research Support Officer.</p>			

# Business Studies

<b>Number of units:</b> 2		<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b>	
<b>Exclusions:</b> Business and Economics Life Skills, HSIE Life Skills (where Business and Economics is undertaken within the course)			
<p><b>Course description</b></p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Nature of business: The role and nature of business</li> <li>• Business management: The nature and responsibilities of management</li> <li>• Business planning: Establishing and planning a small to medium enterprise</li> </ul>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Operations: Strategies for effective operations management</li> <li>• Marketing: Development and implementation of successful marketing strategies</li> <li>• Finance: Financial information in the planning and management of business</li> <li>• Human resources: Human resource management and business performance</li> </ul>	
<p><b>Course requirements:</b> See the Business Studies Stage 6 syllabus for information regarding course requirements. <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies</a></p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Tourism Consultant, Business Owner/Operator, Accountant, Financial Advisor, Commercial Banker, Lawyer, Bank Customer Service Officer, Accountant, Analyst, Consultant, Market Researcher, Sports Administrator.</p>			

# Chemistry

<b>Number of units:</b> 2		<b>Faculty:</b> Science	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stephen Hawkins – Head Teacher Science  Mr Kai Connell – Relieving Head Teacher Science	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Chemical World Science Life Skills			
<p><b>Course description</b></p> <p>The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.</p> <p>The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 1</b> Properties and Structure of Matter</li> <li>• <b>Module 2</b> Introduction to Quantitative Chemistry</li> <li>• <b>Module 3</b> Reactive Chemistry</li> <li>• <b>Module 4</b> Drivers of Reactions</li> </ul>		<p><b>What students learn</b></p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 5</b> Equilibrium and Acid Reactions</li> <li>• <b>Module 6</b> Acid/base Reactions</li> <li>• <b>Module 7</b> Organic Chemistry</li> <li>• <b>Module 8</b> Applying Chemical Ideas</li> </ul>	
<p><b>Course requirements</b></p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>It is strongly recommended that all students studying Chemistry undertake and complete the Mathematics Advanced course as a companion subject. This will ensure students have a strong ability to interpret and use mathematical concepts.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Wide and varied, including: Chemist, Pharmacist, Chemical Engineer, Scientist, Lawyer, Material Scientist, Pharmacologist, Nano Scientist, Research Laboratory Assistant.</p>			

# Community and Family Studies

<b>Number of units:</b> 2		<b>Faculty:</b> TAS	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mrs Leanne Croft - Head Teacher TAS	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms Susan Ray – Relieving Head Teacher TAS</b>	
<b>Prerequisites:</b> Nil	<b>Corequisites:</b> Nil	<b>Exclusions:</b> Community and Family Studies Life Skills	
<b>Course description</b> Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.			
<b>Year 11</b>		<b>Year 12</b>	
<b>What students learn:</b> Through the study of the Community and Family Studies course, students learn to develop: <ul style="list-style-type: none"> <li>• knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing</li> <li>• knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing</li> <li>• knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities</li> <li>• knowledge and understanding about research methodology and skills in researching, analysing and communicating</li> <li>• skills in the application of management processes to meet the needs of individuals, groups, families and communities</li> <li>• skills in critical thinking and the ability to take responsible action to promote wellbeing</li> <li>• an appreciation of the diversity and interdependence of individuals, groups, families and communities.</li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Resource Management (20%):</b> Basic concepts of the resource management process</li> <li>• <b>Individual and Groups (40%):</b> The individual’s roles, relationships and tasks within and between groups</li> <li>• <b>Family and Communities (40%):</b> Family structures and functions, and the interaction between family and community</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Research Methodology (25%):</b> Research methodology and skills culminating in the production of an Independent Research Project</li> <li>• <b>Groups in Context (25%):</b> The characteristics and needs of specific community groups</li> <li>• <b>Parenting and Caring (25%):</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society</li> </ul> <p><b>HSC modules</b> Select <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions (25%):</b> Government and community structures that support and protect family members throughout their lifespan</li> <li>• <b>Social Impact of Technology (25%):</b> The impact of evolving technologies on individuals and lifestyle</li> <li>• <b>Individuals and Work (25%):</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments</li> </ul>	
<b>Course requirements</b> The Year 11 course consists of three mandatory modules and the indicative course time allocated to their study.		<b>Course requirements</b> 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.	
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> This course would be of great benefit to anyone wishing to pursue a career where working with people and within community. For example, a Psychologist, Sociologist, Researcher, Primary Teacher, Secondary Teacher, Nurse, Childcare worker, Youth/Social Worker, Counsellor, Aged Care Worker, Foster Carer, Carer or Parent.			

# Dance

<b>Number of units:</b> 2		<b>Faculty:</b> CAPAL	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr Paul Todd – Head Teacher CAPAL	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms Donna Riley</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Creative Arts Life Skills (where Dance is undertaken within the course), Dance Life Skill. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<b>Course description</b>			
Students undertake a study of Dance as an artform. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.			
<b>Year 11</b>		<b>Year 12</b>	
<b>What students learn</b>		<b>What students learn</b>	
There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.		Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components – Performance, Composition, Appreciation or Dance and Technology.	
<b>Course requirements</b>			
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.			
The published <i>Course Prescriptions</i> , which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.			
Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.			
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> Dancer, Choreographer, Designer, Teacher.			

# Design and Technology

<b>Number of units:</b> 2		<b>Faculty:</b> TAS	<b>Fees:</b> \$40 + cost of projects
<b>Board Developed Course</b>		<b>Contact:</b> Mrs Leanne Croft – Head Teacher TAS	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms Susan Ray, Mr Mark Hernage</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Design and Technology Life Skills, Technology Life Skills (where Design and Technology is undertaken)			
<p><b>Course description</b></p> <p>The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The Year 12 course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p>		<p><b>What students learn</b></p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p><b>Course requirements</b> In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Students are encouraged to communicate their design ideas using a range of appropriate media.</p>		<p><b>Course requirements</b> In the Year 12 course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Product Innovator, Inventor, Industrial Designer, Graphic Designer, Architect, Draftsman, Advertising Consultant, Marketing Consultant and Business Manager.</p>			



# Drama

<b>Number of units:</b> 2		<b>Faculty:</b> CAPAL	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr Paul Todd – Head Teacher CAPAL	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms Simone Museth</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> 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.			
<b>Course description</b>			
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.			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>Students engage with these components of Making, Performing and Critically Studying through collaborative and individual experiences.</p> <p>Year 11 course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p>		<p><b>What students learn</b></p> <p>Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.</p> <p><b>Group Performance</b></p> <p>Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p><b>Individual Project</b></p> <p>Students demonstrate their expertise in a particular area. They choose one project from:</p> <ul style="list-style-type: none"> <li>• Critical Analysis</li> <li>• Design</li> <li>• Performance</li> <li>• Script-writing</li> <li>• Video Drama.</li> </ul> <p>Main Topics include:</p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul>	
<b>Course requirements</b>			
<p>The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.</p> <p>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 log book of the development of each of the components Group Performance and Individual Project.</p>			
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> Actor, Community Arts Worker, Teacher, Theatre Director, Drama Therapist, Playwright, Theatre Producer.			

# Earth and Environmental Science

<b>Number of units:</b> 2		<b>Faculty:</b> Science	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact: Mr Stephen Hawkins – Head Teacher Science</b>  <b>Mr Kai Connell – Relieving Head Teacher Science</b>	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Earth and Space Science Life Skills			
<p><b>Course description</b></p> <p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 1</b> Earth's Resources</li> <li>• <b>Module 2</b> Plate Tectonics</li> <li>• <b>Module 3</b> Energy Transformations</li> <li>• <b>Module 4</b> Human Impacts</li> </ul>		<p><b>What students learn</b></p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 5</b> Earth's Processes</li> <li>• <b>Module 6</b> Hazards</li> <li>• <b>Module 7</b> Climate Science</li> <li>• <b>Module 8</b> Resource Management</li> </ul>	
<p><b>Course requirements</b></p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process. Excursions may incur an additional cost.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Environmental Scientist, Environmental Lawyer, Environmental Architect, Environmental Health Officer, Environmental Engineer, Geologist, Environment-Conscious Citizen, Journalist, Landcare Educator.</p>			

# Economics

<b>Number of units:</b> 2		<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Mr Warren Lee</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Business and Economics Life Skills, HSIE Life Skills (where Business and Economics is undertaken within the course)			
<p><b>Course description</b></p> <p>Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Introduction to Economics: The nature of economics and the operation of an economy</li> <li>• Consumers and Business: The role of consumers and business in the economy</li> <li>• Markets: The role of markets, demand, supply and competition</li> <li>• Labour Markets: The workforce and role of labour in the economy</li> <li>• Financial Markets: The financial market in Australia including the share market</li> <li>• Government in the Economy: The role of government in the Australian economy.</li> </ul>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• The Global Economy: Features of the global economy and globalisation</li> <li>• Australia's Place in the Global Economy: Australia's trade and finance</li> <li>• Economic Issues: Issues including growth, unemployment, inflation, wealth and management.</li> <li>• Economic Policies and Management: The range of policies to manage the economy.</li> </ul>	
<p><b>Course requirements</b></p> <p>See the Economics Stage 6 syllabus for information regarding course requirements.  <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics</a></p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Banker, Financial Advisor, Taxation Officer, Business Manager, Trade Union Representative, Industry Economist, Development Economist, International Trader, Environmental Economist, Politician, Economic Manager, Department of Foreign Affairs and Trade Representative or Worker, Accountant, Economist, Marketing Officer, Urban/Regional Planning.</p>			

# English Advanced

<b>Number of units:</b> 2		<b>Faculty:</b> English	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Ms Sarah McGregor – Rel. Head Teacher English	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> English EAL/D, English Standard, English Studies, English Life Skills			
<p><b>Course description</b></p> <p>In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.</p> <p>Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>• Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</li> </ul>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• The HSC Common Content consists of one module Texts and Human Experiences common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>• Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.</li> </ul>	
<p><b>Course requirements</b></p> <p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives.</li> </ul>			
<p><b>Students are required to study:</b></p> <ul style="list-style-type: none"> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• a wide range of additional texts and textual forms</li> </ul>		<p><b>Students are required to study:</b></p> <ul style="list-style-type: none"> <li>• at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction text OR may be selected from one of the categories already used</li> <li>• at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>• at least one related text in the Common module: <i>Texts and Human Experiences</i>.</li> </ul>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Media Representative, Journalist, Tertiary Humanities Student, Service and Hospitality Industry Workers, Public Relations Officer, Researcher, Teacher or Lecturer, Lawyer, Professional Writer, Actor, Playwright, Philosopher.</p>			

# English Extension 1

<b>Number of units:</b> 1		<b>Faculty:</b> English	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Ms Sarah McGregor – Rel. Head Teacher English	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> English Extension (1 unit - Year 11) is a prerequisite for English Extension 1 in Year 12			
<b>Corequisite:</b> English Advanced			
<b>Exclusions:</b> English EAL/D, English Standard, English Studies, English Life Skills			
<p><b>Course description</b></p> <p>The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.</p> <p>Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.</p> <p>The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p>		<p><b>What students learn</b></p> <p>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are:</p> <ul style="list-style-type: none"> <li>• Literary homelands</li> <li>• Worlds of upheaval</li> <li>• Reimagined worlds</li> <li>• Literary mindscapes</li> <li>• Intersecting worlds</li> </ul>	
<p><b>Course requirements</b></p> <p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</li> </ul>			
<p>Year 11 students are required to:</p> <ul style="list-style-type: none"> <li>• examine a key text from the past and its manifestations in one or more recent cultures</li> <li>• explore, analyse and critically evaluate different examples of such texts in a range of contexts and media</li> <li>• undertake a related research project.</li> </ul>		<p>Year 12 English Extension 1 students are required to study:</p> <ul style="list-style-type: none"> <li>• at least three prescribed texts for the elective study which must include two print texts (as outlined in the <i>English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document</i>)</li> <li>• at least TWO related texts.</li> </ul>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Media Representative, Journalist, Tertiary Humanities Student, Service and Hospitality Industry Workers, Public Relations Officer, Researcher, Teacher or Lecturer, Lawyer, Professional Writer, Actor, Playwright, Philosopher.</p>			

## English Extension 2

<b>Number of units:</b> 1		<b>Faculty:</b> English	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Ms Sarah McGregor – Rel. Head Teacher English	
<b>HSC exam:</b> No	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> English Extension 1 (1 unit – Year 12) is a prerequisite for English Extension 2			
<b>Corequisites:</b> English Advanced			
<b>Exclusions:</b> English EAL/D, English Standard, English Studies, English Life Skills			
<b>Course description</b>			
<p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.</p>			
<b>Year 12 only</b>			
<b>What students learn</b>			
<p>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.</p> <p>The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>			
<b>Course requirements</b>			
<p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</li> </ul>			
<b>Course requirements</b>			
<p>Year 12 English Extension 2 students are required to:</p> <ul style="list-style-type: none"> <li>• complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.</li> <li>• Students can choose to compose in ONE of the following forms: <ul style="list-style-type: none"> <li>• short fiction</li> <li>• creative nonfiction</li> <li>• poetry</li> <li>• critical response</li> <li>• script (short film, television, drama)</li> <li>• podcasts (drama, storytelling, speeches, performance poetry)</li> </ul> </li> </ul>			
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> Media Representative, Journalist, Tertiary Humanities Student, Service and Hospitality Industry Workers, Public Relations Officer, Researcher, Teacher or Lecturer, Lawyer, Professional Writer, Actor, Playwright, Philosopher.			

# English Standard

<b>Number of units:</b> 2		<b>Faculty:</b> English	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Ms Sarah McGregor – Rel. Head Teacher English	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> English Advanced, English EAL/D, English Extension, English Extension 1, English Extension 2, English Studies, English Life Skills			
<p><b>Course description</b></p> <p>The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.</p> <p>English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>In two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> students explore and examine texts and analyse aspects of meaning.</li> </ul>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.</li> </ul>	
<p><b>Course requirements</b></p> <p>Across the English Standard Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> <li>a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>texts with a wide range of cultural, social and gender perspectives.</li> </ul>			
<p>Students are required to study:</p> <ul style="list-style-type: none"> <li>one complex multimodal or digital text in Module A, <i>Contemporary Possibilities</i>. This may include the study of film.</li> <li>one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>a wide range of additional related texts and textual forms.</li> </ul>		<p>Students are required to study:</p> <ul style="list-style-type: none"> <li>at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>at least one related text in the Common module: <i>Texts and Human Experiences</i>.</li> </ul>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Media Representative, Journalist, Tertiary Humanities Student, Service and Hospitality Industry Workers, Public Relations Officer, Researcher, Teacher or Lecturer, Lawyer, Professional Writer, Actor, Playwright, Philosopher.</p>			

# English Studies

<b>Number of units:</b> 2		<b>Faculty:</b> English	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Ms Sarah McGregor – Rel. Head Teacher English	
<b>HSC exam:</b> Optional	<b>ATAR:</b> Yes - Category B		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> English Advanced, English EAL/D, English Extension, English Extension 1, English Extension 2, English Standard, English Life Skills			
<p><b>Course description</b></p> <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment.</li> <li>Students study two to four additional syllabus modules (selected based on their needs and interests).</li> <li>Students may also study an optional teacher-developed module.</li> </ul>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>The HSC Common Content consists of one module, <i>Texts and Human Experiences</i>, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Students study two to four additional syllabus modules (selected based on their needs and interests).</li> <li>Students may also study an optional teacher-developed module.</li> </ul>	
<p><b>Course requirements</b></p> <p>Across the English Studies Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>texts with a wide range of cultural, social and gender perspectives</li> <li>a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>			
<p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>study at least one substantial print text (for example a novel, biography or drama)</li> <li>study at least one substantial multimodal text (for example film or a television series)</li> <li>be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year</li> <li>engage with the community through, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul> <p><b>In addition, students in Year 12 only</b> are required to:</p> <ul style="list-style-type: none"> <li>study ONE text from the prescribed text list and one related text for the Common Module – <i>Texts and Human Experiences</i>.</li> </ul>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Media Representative, Service and Hospitality Industry Workers, Public Relations Officer, Teacher, Playwright.</p>			

**To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.**



# Food Technology

<b>Number of units:</b> 2		<b>Faculty:</b> TAS	<b>Fees:</b> \$100
<b>Board Developed Course</b>		<b>Contact:</b> Mrs Leanne Croft – Head Teacher TAS	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms Susan Ray – Relieving Head Teacher TAS</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Food Technology Life Skills, technology Life Skills (where Food Technology is undertaken within the course)			
<p><b>Course description</b></p> <p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>	
<p><b>Course requirements</b></p> <p>There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2-unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Dietitian, Food Technologist, Teacher, Nutritionist, Food stylist, Biochemist, Childcare Worker, Sports Nutritionist, Community Health Educator and Recipe Developer, as well as providing valuable life skills and recreational interests.</p>			

# Geography

<b>Number of units:</b> 2		<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil			
<b>Exclusions:</b> Geography Life Skills, HSIE Life Skills (where Geography is undertaken within the course)			
<p><b>Course description</b></p> <p>The Year 11 course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The Year 12 course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Biophysical Interactions: How biophysical processes contribute to sustainable management.</li> <li>• Global Challenges: Geographical study of issues at a global scale.</li> <li>• Senior Geography Project: A geographical study of student's own choosing.</li> </ul>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Ecosystems at Risk: The functioning of ecosystems, their management and protection.</li> <li>• Urban Places: Study of cities and urban dynamics.</li> <li>• People and Economic Activity: Geographic study of economic activity in a local and global context.</li> </ul> <p><b>Key concepts incorporated across all topics:</b> Change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p><b>Course requirements</b></p> <p>Students complete a Senior Geography Project (SGP) in the Year 11 course and should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.</p>		<p><b>Course requirements</b></p> <p>Students should undertake 12 hours of fieldwork in both the Year 11 and Year 12 courses.</p> <p>See the Geography Stage 6 syllabus for further information regarding course requirements.</p> <p><a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography</a></p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Architect, Engineer, Geoscientist, Surveyors, Urban Planner/Community Development, Anthropologist, Cartographer, Climatologist, Transportation Management, Environmental Management, Researcher/Writer, Teacher, Demographer, Pilot, Geophysicist, Geotechnical Engineer, Surveyor, Tourism Operator.</p>			

# History Extension

<b>Number of units:</b> 1	<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	
<b>Prerequisites:</b> Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.		
<b>Corequisites:</b> Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.		
<b>Exclusions:</b> Ancient History Life Skills, Modern History Life Skills, HSIE Life Skills (where Ancient or Modern History is undertaken within the course)		
<p><b>Course description</b></p> <p>History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>		
<b>Year 12 only</b>		
<p><b>What students learn</b></p> <p>The course comprises two sections:</p> <p><b>Constructing History</b></p> <ul style="list-style-type: none"> <li>• Key questions <ul style="list-style-type: none"> <li>- Who are historians?</li> <li>- What are the purposes of history?</li> <li>- How has history been constructed, recorded and presented over time?</li> <li>- Why have approaches to history changed over time?</li> </ul> </li> <li>• Case Studies <ul style="list-style-type: none"> <li>- 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.</li> </ul> </li> </ul> <p><b>History Project</b></p> <p>Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>		
<p><b>Course requirements</b></p> <p>The course requires students to undertake:</p> <ul style="list-style-type: none"> <li>• one case study</li> <li>• the development of one History Project.</li> </ul> <p>See the <a href="#">History Extension Stage 6 (Year 12) syllabus</a> for further information regarding course requirements</p>		
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>		
<p><b>Careers:</b> Journalist, Communications Officer, International Relations Officer, Diplomat, Lawyer, Indigenous Historian, International Developer and Humanitarian worker, Intelligence Officer, Teacher/Lecturer, Researcher, Curator of Public Programs, Policy Advising, Information Management.</p>		

# Industrial Technology Multimedia Technologies

<b>Number of units:</b> 2		<b>Faculty:</b> TAS	<b>Fees:</b> \$40 + project costs
<b>Board Developed Course</b>		<b>Contact:</b> Mrs Leanne Croft and Ms Susan Ray	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Mr Tristam Horn</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<p><b>Exclusions:</b> A student may only study ONE focus area within the Industrial Technology course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies. Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Industrial Technology Life Skills, Technology Life Skills (where Industrial Technology is undertaken with the course).</p>			
<p><b>Course description</b></p> <p>The industry focus area for this course is Multimedia Technologies.</p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of Multimedia Technologies.</p> <p>This course involves the development of a Major Project, worth 60% of the HSC mark. The Major Project will consist of an individual product or one or more related items and an accompanying management folio.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The following sections are taught on the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Design (10%)</li> <li>• Management and Communication (20%)</li> <li>• Production (40%)</li> <li>• Industry Related Manufacturing Technology (15%)</li> </ul>		<p><b>What students learn</b></p> <p>The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>- Design, Management and Communication</li> <li>- Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology</li> </ul>	
<p><b>Course requirements</b></p> <p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>Involvement in an industry study excursion is mandatory and may incur an additional cost.</p>		<p><b>Course requirements</b></p> <p>In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Students will be competent users of industry-standard multimedia tools and possess project and time management skills applicable to many aspects of work, life and future study.</p>			

# Industrial Technology Timber Products and Furniture Technologies

<b>Number of units:</b> 2		<b>Faculty:</b> TAS	<b>Fees:</b> \$40 + project costs
<b>Board Developed Course</b>		<b>Contact:</b> Mrs Leanne Croft and Ms Susan Ray	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Mr Mark Hernage</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<p><b>Exclusions:</b> A student may only study ONE focus area within the Industrial Technology course. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies. Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses. Industrial Technology Life Skills, Technology Life Skills (where Industrial Technology is undertaken with the course).</p>			
<p><b>Course description</b></p> <p>The industry focus area for this course is Timber Products and Furniture Technologies.</p> <p>Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area of Timber Products and Furniture Technologies.</p> <p>This course involves the development of a Major Project, worth 60% of the HSC mark. The Major Project will consist of an individual product or one or more related items and an accompanying management folio.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The following sections are taught on the relevant focus area:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Design (10%)</li> <li>• Management and Communication (20%)</li> <li>• Production (40%)</li> <li>• Industry Related Manufacturing Technology (15%)</li> </ul>		<p><b>What students learn</b></p> <p>The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>• Industry Study (15%)</li> <li>• Major Project (60%) <ul style="list-style-type: none"> <li>- Design, Management and Communication</li> <li>- Production</li> </ul> </li> <li>• Industry Related Manufacturing Technology</li> </ul>	
<p><b>Course requirements</b></p> <p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>Involvement in an industry study excursion is mandatory and may incur an additional cost.</p>		<p><b>Course requirements</b></p> <p>In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Within the Timber Industry: Carpenter, Cabinet Maker, Builder, Building Inspector, Furniture designer, Furniture Manufacturer, as well as providing valuable life skills and recreational interest.</p>			

# Investigating Science

<b>Number of units:</b> 2		<b>Faculty:</b> Science	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact: Mr Stephen Hawkins – Head Teacher Science</b>  <b>Mr Kai Connell – Rel. Head Teacher Science</b>	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Investigating Science Life Skills			
<p><b>Course description</b></p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 1</b> Cause and Effect – Observing</li> <li>• <b>Module 2</b> Cause and Effect – Inferences and Generalisations</li> <li>• <b>Module 3</b> Scientific Models</li> <li>• <b>Module 4</b> Theories and Laws</li> </ul>		<p><b>What students learn</b></p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 5</b> Scientific Investigations</li> <li>• <b>Module 6</b> Technologies</li> <li>• <b>Module 7</b> Fact or Fallacy?</li> <li>• <b>Module 8</b> Science and Society</li> </ul>	
<p><b>Course requirements</b></p> <p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Primary Teacher, Journalist and other professions with a science background.</p>			

# Japanese Beginners

<b>Number of units:</b> 2		<b>Faculty:</b> CAPAL	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr P. Todd – Head Teacher CAPAL	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms K. Ishikawa</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Japanese Continuers; Japanese Extension; Japanese In Context; Japanese and Literature.			
<b>Eligibility:</b> Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to <a href="#">Languages courses Eligibility Criteria</a> .			
<p><b>Course description</b></p> <p>This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>Topics studied through two interdependent perspectives, the personal world and Japanese communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>			
<b>Year 11 and 12</b>			
<p><b>What students learn</b></p> <p>Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.</p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations.</li> </ul>			
<p><b>Course requirements</b></p> <p>Nil</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Hospitality Worker, Tourist Guide, Travel Agent, Diplomatic Service Operator, Translator/Interpreter, Media Representative, Trade Officer, Financial Advisor, Teacher.</p>			

## Japanese Continuers

<b>Number of units:</b> 2		<b>Faculty:</b> CAPAL	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr P. Todd – Head Teacher CAPAL	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms K. Ishikawa</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Japanese Beginners; Japanese in Context; Japanese and Literature.			
<b>Eligibility:</b> Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to <a href="#">Languages courses Eligibility Criteria</a> .			
<b>Course description</b> This course provides opportunities for students to develop their skills and knowledge of Japanese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.			
<b>Year 11</b>		<b>Year 12</b>	
<b>What students learn</b> Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.		<b>What students learn</b> Students gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.	
<b>Year 11 and 12</b>			
<b>Prescribed Themes</b>		<b>Mandatory Topics</b>	
The individual		Personal world Daily life Leisure Future plan	
The Japanese-speaking communities		Travelling in Japan Living in Japan Cultural life	
The changing world		The world of work Current issues	
<b>Course requirements:</b> Nil			
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> Hospitality Worker, Tourist Guide, Travel Agent, Diplomatic Service Operator, Translator/Interpreter, Media Representative, Trade Officer, Financial Advisor, Teacher.			



# Legal Studies

<b>Number of units:</b> 2		<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Citizenship and Legal Studies Life Skills, Human Society and its Environment Life Skills (where Citizenship and Legal Studies is undertaken within the course)			
<p><b>Course description</b></p> <p>The Year 11 course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The Year 12 course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Part I: The Legal System</li> <li>• Part II: The Individual and the Law</li> <li>• Part III: The Law in Practice</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Core Part I: Crime</li> <li>• Core Part II: Human Rights</li> <li>• Part III: Two options</li> </ul> <p>Two options are chosen from:</p> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environment and protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order.</li> </ul> <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<p><b>Course requirements</b></p> <p>See the Legal Studies Stage 6 syllabus for information regarding course requirements.  <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies</a></p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Paralegal, Legal Researcher, Solicitor, Law Office Manager, Lawyer, Probation Officer, Social Worker, Legal Secretary, Juvenile Justice Officer, Immigration Officer, Law Clerk.</p>			

# Mathematics Advanced

<b>Number of units:</b> 2	<b>Faculty:</b> Mathematics <b>Fees:</b> \$35
<b>Board Developed Course</b>	<b>Contact:</b> Mr Curtis Miles – Relieving Head Teacher Maths
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A
<p><b>Prerequisites:</b> The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.3.</p>	
<p><b>Exclusions:</b> Students may <b>not</b> study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course, Mathematics Life Skills.</p>	
<p><b>Course description</b></p> <p>The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>• provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning</li> <li>• provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role</li> <li>• provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</li> </ul>	
<b>Year 11</b>	<b>Year 12</b>
<p><b>What students learn</b></p> <p>The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> <li>• Topic: Functions <ul style="list-style-type: none"> <li>- Working with Functions</li> </ul> </li> <li>• Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>- Trigonometry and Measure of Angles</li> <li>- Trigonometric Functions and Identities</li> </ul> </li> <li>• Topic: Calculus <ul style="list-style-type: none"> <li>- Introduction to Differentiation</li> </ul> </li> <li>• Topic: Exponential and Logarithmic Functions <ul style="list-style-type: none"> <li>- Logarithms and Exponentials</li> </ul> </li> <li>• Topic: Statistical Analysis <ul style="list-style-type: none"> <li>- Probability and Discrete Probability Distributions</li> </ul> </li> </ul>	<p><b>What students learn</b></p> <p>The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> <li>• Topic: Functions <ul style="list-style-type: none"> <li>- Graphing Techniques</li> </ul> </li> <li>• Topic: Trigonometric Functions <ul style="list-style-type: none"> <li>- Trigonometric Functions and Graphs</li> </ul> </li> <li>• Topic: Calculus <ul style="list-style-type: none"> <li>- Differential Calculus</li> <li>- The Second Derivative</li> <li>- Integral Calculus</li> </ul> </li> <li>• Topic: Financial Mathematics <ul style="list-style-type: none"> <li>- Modelling Financial Situations</li> </ul> </li> <li>• Topic: Statistical Analysis <ul style="list-style-type: none"> <li>- Descriptive Statistics and Bivariate Data Analysis</li> <li>- Random Variables</li> </ul> </li> </ul>
<p><b>Course requirements</b> This course is best suited for students who have achieved competence at the 5.3 level of the Year 10 mathematics course. This would be indicated by a NAPLAN score of band 8 or better and a ROSA mathematics award of B7 or better. Students should be particularly adept at algebra, coordinate geometry and trigonometry.</p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>	
<p><b>Careers:</b> Scientist, Engineer, Statistician, Actuary, Mathematician.</p>	

# Mathematics Extension 1

<b>Number of units:</b> 1		<b>Faculty:</b> Mathematics	<b>Fees:</b> \$35
<b>Board Developed Course</b>		<b>Contact:</b> Mr Curtis Miles – Relieving Head Teacher Maths	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a high 5.3 level.			
<b>Corequisites:</b> Mathematics Advanced			
<b>Exclusions:</b> Students may <b>not</b> study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course, or Mathematics Life Skills.			
<b>Course description</b> <ul style="list-style-type: none"> <li>Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.</li> <li>The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course</li> </ul> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively</li> <li>provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality</li> <li>provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level</li> <li>provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.</li> </ul>			
<b>Year 11</b>		<b>Year 12</b>	
<b>What students learn</b> The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Topics and Subtopics are: <ul style="list-style-type: none"> <li>Topic: Functions               <ul style="list-style-type: none"> <li>Further Work with Functions</li> <li>Polynomials</li> </ul> </li> <li>Topic: Trigonometric Functions               <ul style="list-style-type: none"> <li>Inverse Trigonometric Functions</li> <li>Further Trigonometric Identities</li> </ul> </li> <li>Topic: Calculus               <ul style="list-style-type: none"> <li>Rates of Change</li> </ul> </li> <li>Topic: Combinatorics               <ul style="list-style-type: none"> <li>Working with Combinatorics</li> </ul> </li> </ul>		<b>What students learn</b> The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are: <ul style="list-style-type: none"> <li>Topic: Proof               <ul style="list-style-type: none"> <li>Proof by Mathematical Induction</li> </ul> </li> <li>Topic: Vectors               <ul style="list-style-type: none"> <li>Introduction to Vectors</li> </ul> </li> <li>Topic: Trigonometric Functions               <ul style="list-style-type: none"> <li>Trigonometric Equations</li> </ul> </li> <li>Topic: Calculus               <ul style="list-style-type: none"> <li>Further Calculus Skills</li> <li>Applications of Calculus</li> </ul> </li> <li>Topic: Statistical Analysis               <ul style="list-style-type: none"> <li>The Binomial Distribution</li> </ul> </li> </ul>	
<b>Course requirements:</b> This course is best suited for students who have achieved a very high level of competence at the 5.3 level of the Year 10 mathematics course. This would be indicated by a NAPLAN score of band 9 or better and a ROSA mathematics award of B8 or better.			
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> This course is useful for concurrent studies in sciences, architecture and commerce. The course provides a basis for further studies in mathematics; students who are considering tertiary studies in physical sciences, computer science or engineering should also consider undertaking Mathematics Extension 2 courses.			

## Mathematics Extension 2

<b>Number of units:</b> 1		<b>Faculty:</b> Mathematics	<b>Fees:</b> \$35
<b>Board Developed Course</b>		<b>Contact:</b> Mr Curtis Miles – Relieving Head Teacher Maths	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<p><b>Prerequisites:</b> The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course &amp; the Mathematics Extension 1 Year 12 course.</p>			
<p><b>Corequisites:</b> Mathematics Advanced and Mathematics Extension 1</p>			
<p><b>Exclusions:</b> Students may <b>not</b> study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course, or Mathematics Life Skills.</p>			
<p><b>Course description</b></p> <ul style="list-style-type: none"> <li>• Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.</li> <li>• The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</li> <li>• The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.</li> </ul> <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>• enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration</li> <li>• provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts</li> <li>• provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level</li> <li>• provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.</li> </ul>			
<b>Year 12 only</b>			
<p><b>What students learn</b></p> <p>The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. These are:</p> <ul style="list-style-type: none"> <li>• Topic: Proof <ul style="list-style-type: none"> <li>- The Nature of Proof</li> <li>- Further Proof by Mathematical Induction</li> </ul> </li> <li>• Topic: Vectors <ul style="list-style-type: none"> <li>- Further Work with Vectors</li> </ul> </li> <li>• Topic: Complex Numbers <ul style="list-style-type: none"> <li>- Introduction to Complex Numbers</li> <li>- Using Complex Numbers</li> </ul> </li> <li>• Topic: Calculus <ul style="list-style-type: none"> <li>- Further Integration</li> </ul> </li> <li>• Topic: Mechanics <ul style="list-style-type: none"> <li>- Applications of Calculus to Mechanics</li> </ul> </li> </ul>			
<p><b>Course requirements:</b> As per Mathematics Extension 1 with a ROSA mathematics award of A9 or better.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Useful for concurrent studies in sciences, architecture and commerce or a basis for further studies in mathematics; students who are considering tertiary studies in physical sciences, computer science or engineering.</p>			

# Mathematics Standard

<b>Number of units:</b> 2		<b>Faculty:</b> Mathematics	<b>Fees:</b> \$35
<b>Board Developed Course</b>		<b>Contact:</b> Mr Curtis Miles – Relieving Head Teacher Maths	
<b>HSC exam:</b> Optional	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.1/5.2.			
<b>Exclusions:</b> Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1 or 2, Mathematics Life Skills.			
<p><b>Course description</b></p> <ul style="list-style-type: none"> <li>Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.</li> <li>Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.</li> <li>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).</li> <li>Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.</li> </ul> <p>The study of Mathematics Standard in Stage 6:</p> <ul style="list-style-type: none"> <li>enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.</li> </ul>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The Year 11 course comprises four Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> <li>Topic: Algebra <ul style="list-style-type: none"> <li>Formulae and Equations</li> <li>Linear Relationships</li> </ul> </li> <li>Topic: Measurement <ul style="list-style-type: none"> <li>Applications of Measurement</li> <li>Working with Time</li> </ul> </li> <li>Topic: Financial Mathematics <ul style="list-style-type: none"> <li>Money Matters</li> </ul> </li> <li>Topic: Statistical Analysis <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Relative Frequency and Probability</li> </ul> </li> </ul>		<p><b>What students learn</b></p> <p>The Year 12 course includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> <li>Topic: Algebra <ul style="list-style-type: none"> <li>Types of Relationships</li> </ul> </li> <li>Topic: Measurement <ul style="list-style-type: none"> <li>Right-angled Triangles</li> <li>Rates</li> <li>Scale Drawings</li> </ul> </li> <li>Topic: Financial Mathematics <ul style="list-style-type: none"> <li>Investment</li> <li>Depreciation and Loans</li> </ul> </li> <li>Topic: Statistical Analysis <ul style="list-style-type: none"> <li>Further Statistical Analysis</li> </ul> </li> <li>Topic: Networks <ul style="list-style-type: none"> <li>Networks and Paths</li> </ul> </li> </ul>	
<b>Course requirements:</b> This course is best suited to students who have achieved competence at the 5.1/5.2 level of the Year 10 mathematics course. This would be indicated by a NAPLAN score of band 5 or better and a ROSA mathematics awards of D4 or better. This course focuses on developing the skills which have direct application to everyday activities.			
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> TAFE, trade and training courses; foundations for the study of business, humanities, nursing and other health sciences; appropriate rigour for students who do not need mathematics for engineering, science and mathematics university level courses.			

# Modern History

<b>Number of units:</b> 2		<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Modern History Life Skills or HSIE Life Skills (where Modern History is undertaken within the course)			
<p><b>Course description</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>• <b>Investigating Modern History</b> Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies.</li> <li>• <b>Historical Investigation</b></li> <li>• <b>The Shaping of the Modern World</b> At least one study from ‘The Shaping of the Modern World’ is to be undertaken.</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>		<p><b>What students learn</b></p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>• Core Study: <b>Power and Authority in the Modern World 1919–1946</b></li> <li>• One ‘<b>National Studies</b>’ topic</li> <li>• One ‘<b>Peace and Conflict</b>’ topic</li> <li>• One ‘<b>Change in the Modern World</b>’ topic</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p><b>Course requirements</b></p> <p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> <li>• One case study must be from Europe, North America or Australia, and</li> <li>• One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</li> </ul>		<p><b>Course requirements</b></p> <p>Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.</p> <p>See the Modern History Stage 6 syllabus for further information regarding course requirements. <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017</a></p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Media Representative, Government Officer, Cultural Heritage Officer, Conservationist, Teacher, Archivist, Museum or Gallery Curator or Education Officer, Police Officer, Solicitor, Editor, Sociologist, Judge, Intelligence Officer, Criminologist.</p>			

# Music 1

<b>Number of units:</b> 2		<b>Faculty:</b> CAPAL	<b>Fees:</b> \$50
<b>Board Developed Course</b>		<b>Contact:</b> Mr Paul Todd – Head Teacher CAPAL	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<p><b>Exclusions:</b> Music 2, Music Extension, Creative Arts Life Skills (where Music is undertaken within the course), Music Life Skills. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>			
<p><b>Course description</b></p> <p>While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>In the Year 11 course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study three topics in the Year 11 course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p>		<p><b>What students learn</b></p> <p>In the Year 12 course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study three topics in the Year 12 course which are different from those studied in the Year 11 course or two topics which are different from those studied in the Year 11 course and one topic from the Year 11 course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.</p> <p>In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.</p>	
<p><b>Course requirements</b></p> <p>Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Musician, Singer/Songwriter, Music Therapist, Teacher, Music Industry Writer/Journalist, Music Producer, Event/Concert Management, Roadie, Instrument Repair, Retail, Music Tuition.</p>			

# Personal Development, Health and Physical Education

<b>Number of units:</b> 2		<b>Faculty:</b> PDHPE	<b>Fees:</b> \$35 + additional costs for sessions eg: fitness/yoga/Edrolo subscription
<b>Board Developed Course</b>		<b>Contact:</b> Mr Grant Herbert – Head Teacher PDHPE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Personal Development, Health and Physical Education Life Skills			
<p><b>Course description</b></p> <p>The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>Through the study of the PDHPE course, students learn to develop:</p> <ul style="list-style-type: none"> <li>• values and attitudes that promote healthy and active lifestyles and communities</li> <li>• knowledge and understanding of the factors that affect health</li> <li>• capacity to exercise influence over personal and community health outcomes</li> <li>• knowledge and understanding about the way the body moves</li> <li>• an ability to take action to improve participation and performance in physical activity</li> <li>• an ability to apply the skills of critical thinking, research and analysis.</li> </ul>			
<p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals</li> <li>• The Body in Motion</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students select TWO of the following options:</p> <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Composition and Performance</li> <li>• Fitness Choices</li> <li>• Outdoor Recreation</li> </ul>		<p><b>Core Topics (60%)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia</li> <li>• Factors Affecting Performance</li> </ul> <p><b>Optional Component (40%)</b></p> <p>Students select TWO of the following options:</p> <ul style="list-style-type: none"> <li>• The Health of Young People</li> <li>• Sport and Physical Activity in Australian Society</li> <li>• Sports Medicine</li> <li>• Improving Performance</li> <li>• Equity and Health</li> </ul>	
<p><b>Course requirements</b></p> <p>The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.</p> <p>The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Physiotherapist, Health Care Worker, PDHPE Teacher, Doctor/General Practitioner, Paramedic, Nurse, Sports Psychologist, Nutritionist, Sports Journalist, Exercise Physiologist, Sports Scientist, Fitness Trainer, Child Care Worker, Primary School Teacher.</p>			



# Physics

<b>Number of Units:</b> 2		<b>Faculty:</b> Science	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stephen Hawkins – Head Teacher Science	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Mr Kai Connell – Rel. Head Teacher Science</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Physical World Science Life Skills			
<p><b>Course description</b></p> <p>The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 1</b> Kinematics</li> <li>• <b>Module 2</b> Dynamics</li> <li>• <b>Module 3</b> Waves and Thermodynamics</li> <li>• <b>Module 4</b> Electricity and Magnetism</li> </ul>		<p><b>What students learn</b></p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 5</b> Advanced Mechanics</li> <li>• <b>Module 6</b> Electromagnetism</li> <li>• <b>Module 7</b> The Nature of Light</li> <li>• <b>Module 8</b> From the Universe to the Atom</li> </ul>	
<p><b>Course requirements</b></p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>It is strongly recommended that all students studying Physics undertake and complete the Mathematics Advanced course as a companion subject. This will ensure students have a strong ability to interpret and use mathematical concepts.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> A wide variety, including Mechanical and Civil Engineer, Optometrist, Radiologist, Electronic Technician.</p>			

## Science Extension

<b>Number of units:</b> 1		<b>Faculty:</b> Science	<b>Fees:</b> \$40
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stephen Hawkins – Head Teacher Science	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Mr Kai Connell – Rel. Head Teacher Science</b>	
<b>Prerequisites:</b> 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.			
<b>Corequisites:</b> One of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.			
<b>Exclusions:</b> Chemical World Science Life Skills, Earth and Space Science Life Skills, Investigating Science Life Skills, Living World Science Life Skills, Physical World Science Life Skills.			
<p><b>Course description</b></p> <p>Science Extension is a course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p> <p>Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create a Scientific Research Report, which is supported and evidenced by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.</p>			
<b>Year 12 only</b>			
<p><b>What students learn</b></p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>• <b>Module 1</b> The Foundations of Scientific Thinking</li> <li>• <b>Module 2</b> The Scientific Research Proposal</li> <li>• <b>Module 3</b> The Data, Evidence and Decisions</li> <li>• <b>Module 4</b> The Scientific Research Report</li> </ul>			
<p><b>Course requirements</b></p> <p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student’s own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p> <p>All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 12.</p>			
<p><b>Careers:</b> Applicable to all Science careers in private and public agencies, or private consultancy, from Aerobiologists to Zoologists. The course prepares high-achieving students for university research and a career in STEM.</p>			

# Society and Culture

<b>Number of units:</b> 2		<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Society and Culture Life Skills, HSIE Life Skills (where Society and Culture is undertaken within the course).			
<p><b>Course description</b></p> <p>Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• The Social and Cultural World: The interactions between persons and groups within societies</li> <li>• Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings</li> <li>• Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them</li> </ul>		<p><b>What students learn</b></p> <p><b>Core</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The Personal Interest Project (PIP) – an individual research project</li> </ul> <p><b>Depth Studies</b></p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> <li>• Popular Culture: The interconnection between popular culture, society and the individual</li> <li>• Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity</li> <li>• Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li> <li>• Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.</li> </ul>	
<p><b>Course requirements</b></p> <p>Nil</p>		<p><b>Course requirements</b></p> <p>Completion of Personal Interest Project. See the Society and Culture Stage 6 syllabus for further information regarding course requirements. <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture</a></p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Psychologist, Anthropologist, Sociologist, Political Scientist, Tertiary Law Student, Minister of Religion, Nurse, Journalist, Advertising Specialist, Criminologist, Economist, Environmental Health Officer, Market Research, Novelist, Consultant, University Lecturer, Urban/Regional Planner.</p>			

## Studies of Religion II

<b>Number of units:</b> 2		<b>Faculty:</b> HSIE	<b>Fees:</b> \$30
<b>Board Developed Course</b>		<b>Contact:</b> Mr Stuart Galletly – Head Teacher HSIE	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A		
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Studies of Religion I, Studies of Religion I Life Skills, Studies of Religion II Life Skills, HSIE Life Skills (where Studies of Religion is undertaken within the course).			
<b>Course description</b> Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.			
<b>Year 11</b>		<b>Year 12</b>	
<b>What students learn</b> <ul style="list-style-type: none"> <li>• <b>Nature of Religion and Beliefs:</b> The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.</li> <li>• <b>Three Religious Traditions Studies</b> from Buddhism, Christianity, Hinduism, Islam, Judaism               <ul style="list-style-type: none"> <li>- Origins</li> <li>- Principal beliefs</li> <li>- Sacred texts and writings</li> <li>- Core ethical teachings</li> <li>- Personal devotion/expression of faith/observance.</li> </ul> </li> <li>• <b>Religions of Ancient Origin:</b> The response to the human search for ultimate meaning in two religions of ancient origin from:               <ul style="list-style-type: none"> <li>- Aztec or Inca or Mayan</li> <li>- Celtic</li> <li>- Nordic</li> <li>- Shinto</li> <li>- Taoism</li> <li>- an Indigenous religion from outside Australia</li> </ul> </li> <li>• <b>Religion in Australia pre-1945:</b> The arrival, establishment and development of religious traditions in Australia prior to 1945.</li> </ul>		<b>What students learn</b> <ul style="list-style-type: none"> <li>• <b>Religion and Belief Systems in Australia post-1945:</b> Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> <li>• <b>Three Religious Tradition Depth Studies</b> from Buddhism, Christianity, Hinduism, Islam, Judaism               <ul style="list-style-type: none"> <li>- Significant people and ideas</li> <li>- A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics</li> <li>- Significant practices in the life of adherents</li> <li>- Religion and Peace</li> <li>- The distinctive response of religious traditions to the issue of peace.</li> </ul> </li> <li>• <b>Religion and Non-Religion:</b> The human search for meaning through new religious expression, Non-religious worldviews and the difference between religious and Non-religious worldviews.</li> </ul>	
<b>Course requirements</b> See the Studies of Religion Stage 6 syllabus for information regarding course requirements <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-2">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/studies-of-religion-2</a>			
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> Minister of Religion, Religion Teachers. This course prepares students for further education and training, employment and full and active participation as citizens within society.			

# Textiles and Design

<b>Number of units:</b> 2		<b>Faculty:</b> TAS <b>Fees:</b> \$40	
<b>Board Developed Course</b>		<b>Contact:</b> Mrs Leanne Croft – Head Teacher TAS	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms Susan Ray – Relieving Head Teacher TAS</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> Applied Fashion Design and Technology VET BEC, Textiles and Design Life Skills, Technology Life Skills (where Textiles and Design is undertaken within the course).			
<p><b>Course description</b></p> <p>The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas of apparel, non-apparel, costume, textile arts or furnishings, and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> </ul>		<p><b>What students learn</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>	
<p><b>Course requirements</b></p> <p>In the Year 11 course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p>		<p><b>Course requirements</b></p> <p>In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Fashion Designer, Textile Technologist, Fashion Buyer, Interior Designer, Costume Designer, as well as providing valuable life skills and recreational interests.</p>			

# Visual Arts

<b>Number of units:</b> 2		<b>Faculty:</b> CAPAL	<b>Fees:</b> \$100 + BOW
<b>Board Developed Course</b>		<b>Contact:</b> Mr P. Todd – Head Teacher CAPAL	
<b>HSC exam:</b> Yes	<b>ATAR:</b> Yes - Category A	<b>Ms Leanne Cramp</b>	
<b>Prerequisites:</b> Nil		<b>Corequisites:</b> Nil	
<b>Exclusions:</b> 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.			
<b>Course description</b> 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.			
<b>Year 11</b>		<b>Year 12</b>	
<b>What students learn</b> 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: <ul style="list-style-type: none"> <li>the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>the role and function of artists, artworks, the world and audiences in the artworld</li> <li>the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>how students may develop meaning and focus and interest in their work</li> <li>building understandings over time through various investigations and working in different forms.</li> </ul> While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.		<b>What students learn</b> The Year 12 course learning opportunities focus on: <ul style="list-style-type: none"> <li>how students may develop their practice in artmaking, art criticism, and art history</li> <li>how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>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</li> <li>how students may further develop meaning and focus in their work.</li> </ul>	
<b>Course requirements</b> <ul style="list-style-type: none"> <li>Artworks in at least two expressive forms and use of a process diary</li> <li>a broad investigation of ideas in art making, art criticism and art history.</li> </ul>		<b>Course requirements</b> <ul style="list-style-type: none"> <li>development of a body of work and use of a process diary</li> <li>a minimum of five Case Studies (4–10 hours each)</li> <li>deeper and more complex investigations in art making, art criticism and art history.</li> </ul>	
<b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.			
<b>Careers:</b> Artist, Art Critic/Writer, Teacher, Art Therapist, Illustrator, Designer, as well as providing valuable life skills and recreational interests.			



## **Board Developed VET Courses offered at Byron Bay High School**

For more information and to access VET Industry Curriculum Frameworks or syllabus visit <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

# 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 and other private providers deliver VET courses.

## What is the difference between VET courses 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), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards an ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

## What is the Australian Quality Framework (AQF)?

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

## What are Australian Quality Framework (AQF) qualifications?

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

## What are Industry Curriculum Frameworks?

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



### **What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?**

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However, a Board Endorsed Course (VET BEC) does not contribute to the ATAR.

### **What are Specialisation Courses?**

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AQF levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

### **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. Specialisation courses also have work placement requirements.

### **Who delivers VET to students?**

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

### **What is RPL?**

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

### **What is Credit Transfer?**


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

### **How do foundation and employability skills relate to VET courses?**

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

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

# Entertainment Industry

 <b>2021 ENTERTAINMENT COURSE DESCRIPTION</b> <b>CUA30415 Certificate III in Live Production and Services</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Entertainment</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Creative Arts and Culture Training Package (CUA 4.1)</b>  <b>Units of Competency</b> <b>Core units</b> BSBWOR301 Organise personal work priorities and development CPCCOHS1001A Work safely in the construction industry CUAWHS302 Apply work health and safety practices CUAIND301 Work effectively in the creative arts industry CUAPPR304 Participate in collaborative creative projects SITXCCS303 Provide service to customers	<b>Elective units</b> CUALGT301 Operate basic lighting CUASTA301 Assist with production operations for live performances CUASOU301 Undertake live audio operations CUAVSS302 Operate vision systems CUASMT301 Work effectively backstage during performances CUASOU306 Operate sound reinforcement systems  <b>Optional 60 hour specialisation</b> CUALGT304 Install and operate follow spots CUASTA202 Assist with bump in and bump out of shows MEM18002B Use power and hand held tools
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments.	
<b>Examples of occupations in Live Theatre industry</b> <ul style="list-style-type: none"> <li>• Lighting designer/ operator</li> <li>• Vision systems designer/ operator</li> <li>• Venue assistant</li> <li>• Audio designer/ operator</li> <li>• Stage Manager</li> <li>• Production technician</li> </ul>	
<b>Mandatory HSC Course Requirements.</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The optional Higher School Certificate examination for Entertainment Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency- based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: Preliminary - \$50    HSC - \$50 + \$165 White Card</b> <b>School Specific equipment and associated requirements for students:</b> Students will be required to complete White Card training. If students do not already have this certification it will be an additional cost of approx. \$100.	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
<b>Exclusions - VET course exclusions can be checked on the NESA website at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a></b>	
2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020	

# Hospitality

 <b>2021 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION</b> <b>SIT20316 Certificate II in Hospitality</b> Public Schools NSW, Tamworth Registered Training Organisation 90162 <small>This may change due to Training Package and NSW Education Standards Authority (NESA) updates.                      Notification of variations will be made in due time.</small>	
Course: <b>Hospitality - Food and Beverage</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
<b>Tourism, Travel and Hospitality training package (SIT 1.2)</b>  <b>Units of Competency</b> <b>Core</b> BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITHIND003 Use hospitality skills effectively SITXCCS003 Interact with customers SITXCOM002 Show Social and Cultural sensitivity SITXWHS001 Participate in safe work practices  <b>Electives</b> SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITHFAB007 Serve food and beverage	<b>Plus, additional competencies</b>  <b>Category A</b> SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads
<b>Students may apply for Recognition of Prior Learning and for credit transfer provided suitable evidence is submitted.</b>	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.	
<b>Examples of occupations in the hospitality industry:</b>  <ul style="list-style-type: none"> <li style="width: 25%;">• Café attendant</li> <li style="width: 25%;">• Barista</li> <li style="width: 25%;">• Kitchen hand</li> <li style="width: 25%;">• Food and beverage attendant</li> </ul>	
<b>Mandatory HSC Course Requirements</b> Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. <b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Cost: Preliminary - \$150    HSC - \$150</b> <b>School Specific equipment and associated requirements for students:</b> Industry standard uniform consisting of plain black polo shirt, chef pants, black full-length apron and black chef hat. Uniform sets will be made available for purchase through the school. Costs TBA. Polo shirts are available at several outlets. Fully enclosed, non-slip shoes, preferably black leather.	<b>Refunds</b> Refund Arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	
<small>2021 Course Descriptions for Public Schools NSW Tamworth 90162 V1 March 2020</small>	



## **Content Endorsed Courses offered at Byron Bay High School They DO NOT count towards an ATAR**

For more information and to access the course syllabus visit  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

# Marine Studies

<b>Number of units: 2</b>		<b>Faculty: HSIE</b>	<b>Fees: \$30 + practical costs</b>
<b>Content Endorsed Course</b>		<b>Contact: Mr Stuart Galletly – Head Teacher HSIE</b>	
<b>HSC exam: No</b>	<b>ATAR: No</b>		
<b>Prerequisites: Nil</b>		<b>Corequisites: Nil</b>	
<b>Exclusions: Nil</b>			
<p><b>Course description</b></p> <p>The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty first-century.</p>			
<b>Year 11</b>		<b>Year 12</b>	
<p><b>What students learn</b></p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.</p> <p>Through Marine Studies students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge, understanding and appreciation that promote sound environmental practices in the marine environment</li> <li>• the ability to cooperatively manage activities and communicate in a marine context</li> <li>• an ability to apply the skills of critical thinking, research and analysis</li> <li>• knowledge and understanding of marine industries and their interaction with society and with leisure pursuits</li> <li>• knowledge, understanding and skills in safe practices in the marine context.</li> </ul>			
<p>Marine Studies is comprised of a 30 hour Core, 23 optional modules and an optional personal interest project. After completing the core, schools are able to select from the optional modules to develop programs that respond to student needs and interests.</p> <p>Core topics include:</p> <ul style="list-style-type: none"> <li>• Marine Safety and First Aid</li> <li>• The Marine Environment</li> <li>• Life in the Sea</li> <li>• Humans in Water</li> <li>• Marine and Maritime Employment</li> </ul> <p>Optional modules may be selected from:</p> <ul style="list-style-type: none"> <li>• Resuscitation Certificate</li> <li>• First Aid Certificate</li> <li>• Dangerous Marine Creatures</li> <li>• Estuarine Studies</li> <li>• Coastal Studies</li> <li>• Coral Reef Ecology</li> <li>• Oceanography</li> </ul>		<p>Optional modules continued:</p> <ul style="list-style-type: none"> <li>• Local Area Study</li> <li>• Sea Birds of Our Coast</li> <li>• Commercial and Recreational Fishing</li> <li>• Aquaculture</li> <li>• Marine Resources Management</li> <li>• Marine Aquarium</li> <li>• Anatomy and Physiology of Marine Organisms</li> <li>• Seafood Handling and Processing</li> <li>• Skin Diving and Diving Science</li> <li>• Marine Engineering</li> <li>• Marine Archaeology</li> <li>• Boating and seamanship</li> <li>• Marine Craft Construction and Repair</li> <li>• Pilotage and Navigation</li> <li>• Marine Communication</li> <li>• Wind Powered Craft and</li> <li>• Personal Interest Project</li> </ul>	
<b>Course requirements: Nil</b>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Marine Researcher, Marine Biologist, Marine Environment Educator, Scuba Diving Instructor, Underwater Filmmaker, Marine Tourism Officer, Coastal Studies Researcher, Shipping Supervisor, Surf Tourism Officer, Surf Lifesaver.</p>			



# Photography, Video and Digital Imaging

<b>Number of units:</b> 2	<b>Faculty:</b> CAPAL <b>Fees:</b> \$100 – paid prior to darkroom access + project costs
<b>Content Endorsed Course</b>	<b>Contact:</b> Mr Paul Todd – Head Teacher CAPAL  Ms Michelle Dess
<b>HSC exam:</b> No <b>ATAR:</b> No	
<b>Prerequisites:</b> Nil	<b>Corequisites:</b> Nil
<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<p><b>Course description</b></p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>	
<b>Year 11 and 12</b>	
<p><b>What students learn</b></p> <p>For Year 11 and 12, Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> <li>• Wet Photography</li> <li>• Video</li> <li>• Digital Imaging.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>• Introduction to the Field</li> <li>• Developing a Point of View</li> <li>• Traditions, Conventions, Styles and Genres</li> <li>• Manipulated Forms</li> <li>• The Arranged Image</li> <li>• Temporal Accounts.</li> </ul> <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
<p><b>Course requirements</b></p> <p>Students will need access to their own camera and are required to keep a diary throughout the course.</p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>	
<p><b>Careers:</b> Graphic Designer, Photographer, Magazine Features Editor, Medical Illustrator, Press Photographer, Television Camera Operator, Digital Marketer, Web Designer, as well as providing valuable life skills and recreational interest.</p>	

## Sport, Lifestyle and Recreation Studies

<b>Number of units: 2</b>	<b>Faculty: PDHPE</b> <b>Fees: \$30 + practical session costs eg: tennis, pool entry</b>
<b>Course type: Content Endorsed</b>	
<b>HSC exam: No</b>	<b>ATAR: No</b>
<b>Contact: Mr Grant Herbert – Head Teacher PDHPE</b>	
<b>Prerequisites: Nil</b>	
<b>Corequisites: Nil</b>	
<b>Course Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.	
<p><b>Course description</b></p> <p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>• knowledge and understanding of the principles that impact on quality of performance</li> <li>• an ability to analyse and implement strategies to promote health, activity and enhanced performance</li> <li>• a capacity to influence the participation and performance of self and others.</li> </ul>	
<b>Year 11 and 12</b>	
<p><b>What students learn</b></p> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> <li>• Aquatics</li> <li>• Athletics</li> <li>• First Aid</li> <li>• Fitness</li> <li>• Specific Sports and Games</li> <li>• Gymnastics</li> <li>• Outdoor Recreation</li> <li>• Sports Administration</li> <li>• Coaching</li> <li>• Social Perspectives of Sport</li> <li>• Healthy Lifestyle.</li> </ul>	
<p><b>Course requirements</b></p> <p>Nil</p>	
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>	
<p><b>Careers:</b> Sports Coach, Recreation Officer, Lifesaver/Pool Attendant, Fitness Centre Operator, Fitness Consultant, Fitness Instructor, as well as providing valuable life skills and recreational interests.</p>	

# Visual Design

<b>Number of units: 2</b>		<b>Faculty: CAPAL</b>	<b>Fees: \$100 + project work</b>
<b>Course type: Content Endorsed</b>		<b>Contact: Mr Paul Todd – Head Teacher CAPAL</b>	
<b>HSC exam: No</b>	<b>ATAR: No</b>		
<b>Prerequisites: Nil</b>		<b>Corequisites: Nil</b>	
<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p><b>Course description</b></p> <p>This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.</p> <p>Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.</p>			
<b>Year 11 and 12</b>			
<p><b>What students learn</b></p> <p>Modules may be selected in any of the four broad fields of:</p> <ul style="list-style-type: none"> <li>• graphic design</li> <li>• wearable design</li> <li>• product design</li> <li>• interior/exterior design.</li> </ul> <p>The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.</p>			
<p><b>Course requirements</b></p> <p>Students are required to keep a diary throughout the course.</p>			
<p><b>Assessment:</b> The <i>Byron Bay High School Assessment Procedures and Schedules</i> document details the course assessment program. It is issued at course commencement and includes the number and types of assessment tasks, components and weightings, and the scheduling of tasks. There will be a maximum of three tasks in Year 11 and four tasks in Year 12.</p>			
<p><b>Careers:</b> Designer, Graphic Designer, Product Developer, Artist, Interior Designer, as well as providing valuable life skills and recreational interests.</p>			



# School Based Apprenticeships

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

## What Are They?

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

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

## Apprenticeships Available

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

- Automotive
- Beauty/Hairdressing
- Carpentry and Joinery
- Hospitality
- Electrotechnology
- Metals and Engineering
- Plumbing
- and many more*



Go to <http://www.sbatinnsw.info/index.php> for more information on Apprenticeships available in NSW.

## I'm Interested, What Do I Do Next?

Discuss your interest with your parent/guardian.

See your Careers Adviser and complete an Expression of Interest Form.

Contact your local School Based Traineeship and Apprenticeship Liaison Officer.

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

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

Students may need to attend TAFE to complete Stage 1 of their trade course (as part of their HSC).

It requires a minimum of 7 hours per week work which may have to be undertaken on a school day.

Students must be prepared to work some days, evenings, weekends and more hours during school holidays.

## What are the benefits to students?

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

## How to get a School Based Apprenticeship?

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

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

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

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

# School Based Traineeships

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

## What Are They?

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

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

## Traineeships Available

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

- Hospitality
- Beauty Services
- Aged Care Work
- Business
- Information Technology
- Rural Skills
- Automotive
- Retail
- and many more*



Go to <http://www.sbatinnsw.info/index.php> for more information on School Based Traineeships Available 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 the 31<sup>st</sup> December of Year 12 (around 24 months). It requires a minimum of 7 hours per week work and a total of 100 days work over the term of the traineeship. Students must be prepared to work some particular weekdays, evenings, weekends and more hours during school holidays.

## What are the benefits to students?

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

## How to get a School Based Traineeship?

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

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

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

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