



Gunnedah High School



Amended pages for Handbook for Senior Courses 2024/2025

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Foreword

Dear Year 10 students and parents,

On behalf of the school, I would like to thank you for choosing Gunnedah 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.

Gunnedah 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 setting embracing culture and community. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

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

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

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

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

Ms Donna Riley
Executive Principal

Contents

The Higher School Certificate	5
Pattern of Study.....	5
Course Requirements	5
Tertiary Studies and ATAR Eligibility.....	6
Board Developed Courses (BDC)	6
Vocational Education and Training courses (VET)	6
Board Developed Courses	8
Board Endorsed Courses	9
Other HSC Eligibility Requirements	9
Choosing Courses	10
HSC Subjects and Courses	11
Areas of Tertiary Study	12
Board Developed Courses offered at Gunnedah High School	14
Aboriginal Studies.....	15
Agriculture	16
Ancient History	17
Biology	18
Chemistry	19
Community and Family Studies	20
Design and Technology.....	21
Drama	22
Earth and Environmental Science.....	23
English Advanced.....	24
English Extension	25
English Standard	26
English Studies.....	27
Enterprise Computing.....	28
Food Technology	29
Geography	30
Industrial Technology Timber Products and Furniture Technologies.....	31
Legal Studies.....	32
Mathematics Advanced	33
Mathematics Extension 1	34
Mathematics Extension 2	35
Mathematics Standard 1	36
Mathematics Standard 2	37
Modern History	38
Music 1	39
Personal Development, Health and Physical Education	40
Physics	41
Science Extension	42
Society and Culture	43
<u>Textiles and Design</u>	44

Visual Arts.....	45
Board Developed VET Courses offered at Gunnedah High School	46
VET Courses Frequently Asked Questions	47
VET Construction	49
VET Hospitality-Food & Beverage.....	50
VET Manufacturing & Engineering	51
VET Primary Industries	52
Content Endorsed Courses offered at Gunnedah High School They DO NOT count towards an ATAR	53
Course Descriptions A-Z	53
Computing Applications	54
Marine Studies	56
Numeracy	57
Photography, Video and Digital Imaging	58
Sport, Lifestyle and Recreation Studies	59
Work Studies	60
School Based Apprenticeships.....	61
School Based Traineeships	62

In this guide, we use the following abbreviations:

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

The Higher School Certificate

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

Pattern of Study

- English is the only mandatory Higher School Certificate subject. Students must choose an English course of 2 unit value within their pattern of study.
- To qualify for the 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 (2) unit value or greater (either Board Developed or Board Endorsed Courses);
 - and at least four subjects.
- To satisfy pattern of study requirements for the Higher School certificate, student may count up to six units of Science in a Year 11 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.

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

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

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

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

Tertiary Studies and ATAR Eligibility

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

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

Types of HSC Courses

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

There are two broad categories of courses:

- Board Developed Courses and
- Board Endorsed Courses.

Board Developed Courses (BDC)

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

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

Vocational Education and Training courses (VET)

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

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

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

VET courses are delivered either by schools or through TAFE NSW (TVET), or other training providers. Details of VET courses on offer at Gunnedah High School can be found in this publication on page 46.

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

Post-school Options for Students Undertaking VET courses

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

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

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

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

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

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

Extension courses

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

Life Skills courses

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

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

Board Endorsed Courses (BEC)

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

Content Endorsed Courses are developed by 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 and deliver all Board Courses in any one year.

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

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

Board Developed Courses

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

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

Definitions

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

Board Developed Courses

These HSC courses can be used in an ATAR calculation

Course Name	Unit Value	Subject Area	Faculty
Aboriginal Studies	2	Aboriginal Studies	HSIE
Agriculture	2	Agriculture	Science
Ancient History	2	Ancient History	HSIE
Biology	2	Biology	Science
Chemistry	2	Chemistry	Science
Community and Family Studies	2	Community and Family Studies	TAS
Design and Technology	2	Design and Technology	TAS
Drama	2	Drama	CAPA
Earth & Environmental Science	2	Earth & Environmental Science	Science
English Advanced	2	English	English
English Extension	1	English	English
English Standard	2	English	English
English Studies (Examination)	2	English	English
Enterprise Computing	2	TAS	TAS
Food Technology	2	Food Technology	TAS
Geography	2	Geography	HSIE
Industrial Technology-Timber/Products and Furniture Technology	2	TAS	TAS
Legal Studies	2	Legal Studies	HSIE
Mathematics Advanced	2	Mathematics	Mathematics
Mathematics Extension 1	1	Mathematics	Mathematics
Mathematics Extension 2	1	Mathematics	Mathematics
Mathematics Standard 1 (Examination)	2	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
Society and Culture	2	Society and Culture	HSIE
Textiles and Design	2	Textiles and Design	TAS
Visual Arts	2	Visual Arts	CAPA
VET-Construction (Examination)	2	TAS	TAS
VET-Hospitality-Food & Beverage (Examination)	2	TAS	TAS
VET-Manufacturing & Engineering (Examination)	2	TAS	TAS
VET Primary Industries (Examination)	2	TAS	TAS

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.
- 4 This is a 240-hour Vocational Education and Training (VET) course. To be eligible for an ATAR, students studying a VET course must complete the optional HSC examination.
- 5 To be eligible for an ATAR, students studying the Mathematic Standard 1 course must complete the optional examination.

Board Endorsed Courses

Below is a list of the HSC Board Endorsed Courses currently on offer at Gunnedah High School. These HSC courses **CAN NOT** be used in an ATAR calculation. Content Endorsed Courses do not have an external Higher School Certificate examination.

Content Endorsed Courses

Course Name	Unit Value	Subject Area	Faculty
Computing Applications	2	TAS	TAS
Exploring Early Childhood	2	PDHPE	PDHPE
Marine Studies	2	Marine Studies/Science	Science
Numeracy	2	Mathematics	Maths
Photography, Video and Digital Imaging	2	Photography, Video and Digital Imaging	CAPA
Sport, Lifestyle and Recreation Studies	2	Sport, Lifestyle and Recreation Studies	PDHPE
Work Studies	2	English	ENGLISH

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 entered for Year 11 and Year 12 Life Skills courses only
- sit for and make a serious attempt at the required HSC exams,
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

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

All students who meet the eligibility, pattern of study, course and assessment requirements are entitled to the award of 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 Advice for Students Choosing HSC Courses](#).

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

It is important to do your research. Read current information regarding university or college prerequisite courses by accessing the relevant websites and consulting with the Careers Advisor, Mrs Lee Ellis.

Some sites to help you may include:

Universities Admission Centre: [UAC](#)

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

[Top Tips for Choosing HSC Courses \(PDF\)](#): a checklist of what to keep in mind when making decisions about the HSC
[Year 10 subject selection worksheets](#) a self-assessment process to consider your interests, qualities and skills and consider related study and career options.

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

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

TAFE NSW: [TAFE Career Guide](#)

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

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

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

Make an appointment with Mrs Lee Ellis to utilise this online career planning software.

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

- **Labour Market Insights** is an initiative of the Australian Government National Skills Commission. It is an opportunity to discover trends in the current Australian Jobs Market. Explore the information around jobs and skills in-demand at <https://labourmarketinsights.gov.au/>
- **Australian Jobs Report** is available at <https://www.nationalskillscommission.gov.au/reports/labour-market-update-march-2022-quarter> and provides an overview of trends and predictions in the Australian labour market.
- **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 Lee Ellis, current and past HSC students.

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

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

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

HSC Subjects and Courses

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

English

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

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

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

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

Mathematics

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

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

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

Ancient History/Economics/Geography/Modern History

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

Music

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

Visual Arts

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

Agriculture

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

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

Technology

Technology can be included in your HSC program by studying Industrial Technology, Design and Technology, Food Technology, Textiles and Design, and Information Processes and Technology. The study of Technology is useful in the preparation of the study of Engineering, Industrial Design, Fashion Design, Architecture, and Nutrition and Dietetics.

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

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

Areas of Tertiary Study

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

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

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

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

These are all listed in:

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

Architecture/Building/Design and Planning

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

Arts/Humanities

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

Business/Commerce/Economics/Marketing/Management

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

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

Communications/Media Studies

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

Creative and Performing Arts

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

Earth and Environmental Sciences, Geology and Mining

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

Education/Teaching

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

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

Engineering

Most institutions recommend at least HSC Mathematics Extension 1 for the study of all branches of engineering. Physics and Chemistry are also highly recommended for some courses and can be 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 Gunnedah High School

All course descriptions were accurate at the time of printing. For further information and course requirements, please refer to the relevant course syllabus available on the NESA website:

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

Years 11 and 12 subject choices and career opportunities

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

Aboriginal Studies

Number of units: 2	Faculty: ENGLISH/HSIE
Board Developed Course	Contact: Mrs Rebecca Mizzi – Head Teacher English/HSIE
HSC exam: Yes	ATAR: Yes - Category A
Prerequisites: Nil	Corequisites: Nil
Exclusions: Nil	
<p>Course description</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>	
Year 11	Year 12
<p>What students learn</p> <p>Part I: Aboriginality and the Land</p> <ul style="list-style-type: none"> • Aboriginal peoples' relationship to Country • Dispossession and dislocation of Aboriginal peoples from Country • Impact of British colonisation on Country <p>Part II: Heritage and Identity</p> <ul style="list-style-type: none"> • The Dreaming and cultural ownership • Diversity of Aboriginal cultural and social life • Impact of colonisation on Aboriginal cultures and families • Impact of racism and stereotyping <p>Part III: International Indigenous Community: Comparative Study</p> <ul style="list-style-type: none"> • Location, environment and features of an international Indigenous community • 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 <p>Part IV: Research and Inquiry Methods: Local Community Case Study</p> <ul style="list-style-type: none"> • Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information 	<p>What students learn</p> <p>Part I: Social Justice and Human Rights Issues</p> <p>(a) Global Perspective Global understanding of human rights and social justice</p> <p>AND</p> <p>(b) Comparative Study 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>Part II: Case Study of an Aboriginal community for each topic</p> <p>(a) Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR</p> <p>(b) Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses</p> <p>Part III: Research and Inquiry Methods – Major Project Choice of project topic based on student interest.</p>
<p>Course requirements: 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>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: Politician, Journalist, Writer, Lawyer, Researcher, Museum Curator or Guide, Art Historian, Teacher, Archaeologist, Anthropologist, Tourism Officer, Nurse, Social Worker.</p>	

Agriculture

Number of units: 2		Faculty: SCIENCE	Fees: \$20
Board Developed Course		Contact: Mrs Nicole Dwyer – Head Teacher Science	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Agriculture Life Skills, Technology Life Skills (where Agriculture is undertaken within the course)			
<p>Course description</p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.</p> <p>The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Overview (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 		<p>What students learn</p> <p>Core (80%)</p> <ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (30%) <p>Elective (20%) Choose ONE of the following electives to study:</p> <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 	
Course requirements: Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course time.			
Assessment: The Gunnedah High School Assessment Procedures and Schedules 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.			
Careers: Wide variety, including fields of plant production such as Agricultural Engineer, Horticulturalist, Wildlife Officer, Fishery Manager, Agricultural Advisor, Researcher, Landscaper, Beekeeper, Farm manager, Arborist, Wildlife Manager, Soil Engineer, Wetlands Biologist, Agricultural advisory and research, Agricultural robotics and GPS innovation.			

Ancient History

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

Biology

Number of units: 2	Faculty: SCIENCE	Fees: \$20
Board Developed Course		Contact: Mrs Nicole Dwyer – Head Teacher Science
HSC exam: Yes	ATAR: Yes - Category A	
Prerequisites: Nil		Corequisites: Nil
Exclusions: Living World Science Life Skills		
<p>Course description</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 how this leads to biodiversity.</p> <p>The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p>		
Year 11	Year 12	
<p>What students learn</p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Cells as the Basis of Life • Module 2 Organisation of Living Things • Module 3 Biological Diversity • Module 4 Ecosystem Dynamics 	<p>What students learn</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Heredity • Module 6 Genetic Change • Module 7 Infectious Disease • Module 8 Non-infectious Disease and Disorders 	
<p>Course requirements</p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process. Excursions may incur an additional cost.</p>		
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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>		

Chemistry

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

Community and Family Studies

Number of units: 2		Faculty: PDHPE	Fees:
Board Developed Course		Contact: Mr Alex Boulus – Rel. Head Teacher PDHPE	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil	Corequisites: Nil	Exclusions: Community and Family Studies Life Skills	
<p>Course description</p> <p>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.</p>			
Year 11		Year 12	
<p>What students learn: Through the study of the Community and Family Studies course, students learn to develop:</p> <ul style="list-style-type: none"> • knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing • knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing • knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities • knowledge and understanding about research methodology and skills in researching, analysing and communicating • skills in the application of management processes to meet the needs of individuals, groups, families and communities • skills in critical thinking and the ability to take responsible action to promote wellbeing • an appreciation of the diversity and interdependence of individuals, groups, families and communities. 			
<ul style="list-style-type: none"> • Resource Management (20%): Basic concepts of the resource management process • Individual and Groups (40%): The individual's roles, relationships and tasks within and between groups • Family and Communities (40%): Family structures and functions, and the interaction between family and community 	<ul style="list-style-type: none"> • Research Methodology (25%): Research methodology and skills culminating in the production of an Independent Research Project • Groups in Context (25%): The characteristics and needs of specific community groups • Parenting and Caring (25%): Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society <p>HSC modules Select one of the following:</p> <ul style="list-style-type: none"> • Family and Societal Interactions (25%): Government and community structures that support and protect family members throughout their lifespan • Social Impact of Technology (25%): The impact of evolving technologies on individuals and lifestyle • Individuals and Work (25%): Contemporary issues confronting individuals as they manage roles within both their family and work environments 		
<p>Course requirements</p> <p>The Year 11 course consists of three mandatory modules and the indicative course time allocated to their study.</p>	<p>Course requirements</p> <p>Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>		
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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.</p>			

Design and Technology

Number of units: 2		Faculty: TAS	Fees: : \$70.00 (Preliminary) Self-funded Major Work (HSC)
Board Developed Course		Contact: Mr Tom Rhodes - Head Teacher TAS	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Design and Technology Life Skills, Technology Life Skills (where Design and Technology is undertaken)			
<p>Course description</p> <p>The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>The Year 12 course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, workplace health and safety, evaluation, and manipulation of materials, tools and techniques.</p>		<p>What students learn</p> <p>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.</p>	
<p>Course requirements: In the Year 11 course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Students are encouraged to communicate their design ideas using a range of appropriate media.</p>		<p>Course requirements: In the Year 12 course the activities of designing and producing that were studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Year 11 course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.</p>	
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: Product Innovator, Inventor, Industrial Designer, Graphic Designer, Architect, Draftsman, Advertising Consultant, Marketing Consultant and Business Manager.</p>			

Drama

Number of units: 2		Faculty: ENGLISH/ HSIE	Fees:
Board Developed Course		Contact: Mrs Rebecca Mizzi – Head Teacher English/HSIE	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
<p>Exclusions: Creative Arts Life Skills (where Drama is undertaken within the course), Drama Life Skills. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>			
<p>Course description</p> <p>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.</p>			
Year 11		Year 12	
<p>What students learn</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>What students learn</p> <p>Australian Drama and Theatre, and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Learning comes from practical experiences in each of these areas.</p> <p>Group Performance</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>Individual Project</p> <p>Students demonstrate their expertise in a particular area. They choose one project from:</p> <ul style="list-style-type: none"> • Critical Analysis • Design • Performance • Script-writing • Video Drama. <p>Main Topics include:</p> <ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 	
<p>Course requirements</p> <p>The Year 11 course informs learning in the Year 12 course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.</p> <p>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>			
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: Actor, Community Arts Worker, Teacher, Theatre Director, Drama Therapist, Playwright, Theatre Producer, Lighting designer, Sound Engineer, Set Designer, Costume Designer, Promotional Designer, Stage Manager, Theatre Critic.</p>			

Earth and Environmental Science

Number of units: 2	Faculty: SCIENCE	Fees: \$20
Board Developed Course		Contact: Mrs Nicole Dwyer – Head Teacher Science
HSC exam: Yes	ATAR: Yes - Category A	
Prerequisites: Nil		Corequisites: Nil
Exclusions: Earth and Space Science Life Skills		
<p>Course description</p> <p>The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth's resources and its surface.</p> <p>The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>		
Year 11	Year 12	
<p>What students learn</p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Earth's Resources • Module 2 Plate Tectonics • Module 3 Energy Transformations • Module 4 Human Impacts 	<p>What students learn</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Earth's Processes • Module 6 Hazards • Module 7 Climate Science • Module 8 Resource Management 	
<p>Course requirements</p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process. Excursions may incur an additional cost.</p>		
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: Environmental Scientist, Environmental Lawyer, Environmental Architect, Environmental Health Officer, Environmental Engineer, Geologist, Environment-Conscious Citizen, Journalist, Landcare Educator, Soil Analyst, Hydrologist, Surveyor, Palaeontologist.</p>		

English Advanced

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

Number of units: 1		Faculty: ENGLISH	Fees:
Board Developed Course		Contact: Mrs Rebecca Mizzi - Head Teacher English/HSIE	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: English Extension (1 unit - Year 11) is a prerequisite for English Extension 1 in Year 12			
Corequisite: English Advanced			
Exclusions: English EAL/D, English Standard, English Studies, English Life Skills			
Course description			
<p>The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.</p> <p>Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.</p>			
Year 11		Year 12	
What students learn		What students learn	
<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>In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are:</p> <ul style="list-style-type: none"> • Literary homelands • Worlds of upheaval • Reimagined worlds • Literary mindscapes • Intersecting worlds 	
Course requirements			
<p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts. 			
<p>Year 11 students are required to:</p> <ul style="list-style-type: none"> • examine a key text from the past and its manifestations in one or more recent cultures • explore, analyse and critically evaluate different examples of such texts in a range of contexts and media • undertake a related research project. 		<p>Year 12 English Extension 1 students are required to study:</p> <ul style="list-style-type: none"> • at least three prescribed texts for the elective study which must include two print texts (as outlined in the <i>English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document</i>) • at least TWO related texts. 	
Assessment: The Gunnedah High School Assessment Procedures and Schedules 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.			
Careers: 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

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

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

Enterprise Computing

Number of units: 2		Faculty: TAS	Fees: Nil
Board Developed Course		Contact: Mr Tom Rhodes - Head Teacher TAS	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
<p>Exclusions: Computing Technology Life Skills (Year 11, 2 units): TBA</p> <ul style="list-style-type: none"> • Computing Technology Life Skills (Year 12, 2 units): TBA • Technology Life Skills (Year 11, 2 units): TBA* • Technology Life Skills (Year 11, 2 units): TBA* 			
<p>Course Description</p> <p>The study of <i>Enterprise Computing 11–12</i> enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.</p> <p>Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.</p>		<p>What students learn</p> <p>The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.</p>	
<p>Course requirements</p> <p>Year 11 course (120 hours)</p> <ul style="list-style-type: none"> • Interactive Media and the User Experience 40 • Networking Systems and Social Computing 40 • Principles of Cybersecurity 40 <p>Year 12 course (120 hours)</p> <ul style="list-style-type: none"> • Data Science 30 • Data Visualisation 30 • Intelligent Systems 30 <p>Enterprise Project 30</p>			
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: The knowledge and skills developed in this course can be applied across a range of career pathways. Industries related to this course include, but are not limited to, the following outlined on the Your Career website:</p> <ul style="list-style-type: none"> ▪ Electricity, Gas, Water and Waste Services ▪ Information Media and Telecommunications ▪ Manufacturing 			

Food Technology

Number of units: 2		Faculty: TAS	Fees: \$60.00 Preliminary \$60.00 HSC
Board Developed Course		Contact: Mr Tom Rhodes - Head Teacher TAS	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Food Technology Life Skills, technology Life Skills (where Food Technology is undertaken within the course)			
<p>Course description</p> <p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The Year 12 course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting food production, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 		<p>What students learn</p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 	
<p>Course requirements</p> <p>There is no prerequisite study for the 2-unit Year 11 course. Completion of the 2-unit Year 11 course is a prerequisite to the study of the 2-unit Year 12 course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>			
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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

Number of units: 2		Faculty: ENGLISH/HSIE	Fees:
Board Developed Course		Contact: Mrs Rebecca Mizzi – Head Teacher English/HSIE	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil			
Exclusions: Geography Life Skills, HSIE Life Skills (where Geography is undertaken within the course)			
<p>Course description</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>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Biophysical Interactions: How biophysical processes contribute to sustainable management. • Global Challenges: Geographical study of issues at a global scale. • Senior Geography Project: A geographical study of student's own choosing. 		<p>What students learn</p> <ul style="list-style-type: none"> • Ecosystems at Risk: The functioning of ecosystems, their management and protection. • Urban Places: Study of cities and urban dynamics. • People and Economic Activity: Geographic study of economic activity in a local and global context. <p>Key concepts incorporated across all topics: Change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p>	
<p>Course requirements</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>Course requirements</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>https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/geography</p>	
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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>			

Industrial Technology Timber Products and Furniture Technologies

Number of units: 2		Faculty: TAS	Fees: \$70.00 (Preliminary) Self-funded major work (HSC)
Board Developed Course		Contact: Mr Tom Rhodes - Head Teacher TAS	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
<p>Exclusions: 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>Course description</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>			
Year 11		Year 12	
<p>What students learn</p> <p>The following sections are taught on the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Design (10%) • Management and Communication (20%) • Production (40%) • Industry Related Manufacturing Technology (15%) 		<p>What students learn</p> <p>The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study (15%) • Major Project (60%) <ul style="list-style-type: none"> - Design, Management and Communication - Production • Industry Related Manufacturing Technology (25%) 	
<p>Course requirements</p> <p>In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 course content. Students also undertake the study of an individual business within a focus area industry.</p> <p>Involvement in an industry study excursion is mandatory and may incur an additional cost.</p>		<p>Course requirements</p> <p>In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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>			

Legal Studies

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

Mathematics Advanced

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

Mathematics Extension 1

Number of units: 1		Faculty: Mathematics/CAPA	Fees: Nil
Board Developed Course		Contact: Mrs Anne Torrens - Head Teacher Mathematics/CAPA	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a high 5.3 level.			
Corequisites: Mathematics Advanced			
Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course, or Mathematics Life Skills.			
Course description			
<ul style="list-style-type: none"> 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. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. 			
Year 11		Year 12	
What students learn 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"> Topic: Functions <ul style="list-style-type: none"> Further Work with Functions Polynomials Topic: Trigonometric Functions <ul style="list-style-type: none"> Inverse Trigonometric Functions Further Trigonometric Identities Topic: Calculus <ul style="list-style-type: none"> Rates of Change Topic: Combinatorics <ul style="list-style-type: none"> Working with Combinatorics 		What students learn 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"> Topic: Proof <ul style="list-style-type: none"> Proof by Mathematical Induction Topic: Vectors <ul style="list-style-type: none"> Introduction to Vectors Topic: Trigonometric Functions <ul style="list-style-type: none"> Trigonometric Equations Topic: Calculus <ul style="list-style-type: none"> Further Calculus Skills Applications of Calculus Topic: Statistical Analysis <ul style="list-style-type: none"> The Binomial Distribution 	
Course requirements: This course is best suited for students who have achieved a very high level of competence at the 5.3 level of the Year 10 mathematics course. This would be indicated by a NAPLAN score of band 9 or better and a ROSA mathematics award of B8 or better.			
Assessment: The Gunnedah High School Assessment Procedures and Schedules 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.			
Careers: 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

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

Number of units: 2		Faculty: Mathematics/CAPA. Fees: Nil
Board Developed Course		Contact: Mrs Anne Torrens - Head Teacher Mathematics/CAPA
HSC exam: Optional	ATAR: Yes - Category B	
Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.1/5.2.		
Exclusions: Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1 or 2, Mathematics Life Skills.		
<p>Course description</p> <ul style="list-style-type: none"> 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. 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. 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). 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. <p>The study of Mathematics Standard in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 		
Year 11		Year 12
<p>What students learn</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"> Topic: Algebra <ul style="list-style-type: none"> Formulae and Equations Linear Relationships Topic: Measurement <ul style="list-style-type: none"> Applications of Measurement Working with Time Topic: Financial Mathematics <ul style="list-style-type: none"> Money Matters Topic: Statistical Analysis <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 		<p>What students learn</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"> Topic: Algebra <ul style="list-style-type: none"> Types of Relationships Topic: Measurement <ul style="list-style-type: none"> Right-angled Triangles Rates Scale Drawings Topic: Financial Mathematics <ul style="list-style-type: none"> Investment Depreciation and Loans Topic: Statistical Analysis <ul style="list-style-type: none"> Further Statistical Analysis Topic: Networks <ul style="list-style-type: none"> Networks and Paths
<p>Course requirements: 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.</p>		
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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.</p>		

Mathematics Standard 2

Number of units: 2		Faculty: Mathematics/CAPA Fees: Nil	
Board Developed Course		Contact: Mrs Anne Torrens - Head Teacher Mathematics/CAPA	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus to a level of 5.1/5.2.			
Exclusions: Mathematics Standard 1, Mathematics Advanced, Mathematics Extension 1 or 2, Mathematics Life Skills.			
<p>Course description</p> <ul style="list-style-type: none"> • 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. • In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level. • 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). <p>The study of Mathematics Standard in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies • provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 			
Year 11		Year 12	
<p>What students learn</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"> • Topic: Algebra <ul style="list-style-type: none"> - Formulae and Equations - Linear Relationships • Topic: Measurement <ul style="list-style-type: none"> - Applications of Measurement - Working with Time • Topic: Financial Mathematics <ul style="list-style-type: none"> - Money Matters • Topic: Statistical Analysis <ul style="list-style-type: none"> - Data Analysis - Relative Frequency and Probability 		<p>What students learn</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"> • Topic: Algebra <ul style="list-style-type: none"> • Types of Relationships • Topic: Measurement <ul style="list-style-type: none"> • Non-right-angled Triangles • Rates and Ratios • Topic: Financial Mathematics <ul style="list-style-type: none"> • Investments and Loans • Annuities • Topic: Statistical Analysis <ul style="list-style-type: none"> • Bivariate Data Analysis • The Normal Distribution • Topic: Networks <ul style="list-style-type: none"> • Network Concepts • Critical Path Analysis 	
Course requirements: This course is best suited to students who have achieved competence at the 5.2 level of the Year 10 mathematics course. This would be indicated by a NAPLAN score of band 7 or better and a ROSA mathematics award of C5 or better. This course focuses on developing the skills which have direct application to everyday activities.			
Assessment: The Gunnedah High School Assessment Procedures and Schedules 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.			
Careers: 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

Number of units: 2		Faculty: English/HSIE	Fees:
Board Developed Course		Contact: Mrs Rebecca Mizzi – Head Teacher English/HSIE	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Modern History Life Skills or HSIE Life Skills (where Modern History is undertaken within the course)			
<p>Course description</p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919– 1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> • Investigating Modern History Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies. • Historical Investigation • The Shaping of the Modern World At least one study from ‘The Shaping of the Modern World’ is to be undertaken. <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p>		<p>What students learn</p> <p>The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> • Core Study: Power and Authority in the Modern World 1919–1946 • One ‘National Studies’ topic • One ‘Peace and Conflict’ topic • One ‘Change in the Modern World’ topic <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p>Course requirements</p> <p>In the Year 11 course, students undertake at least two case studies.</p> <ul style="list-style-type: none"> • One case study must be from Europe, North America or Australia, and • One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. 		<p>Course requirements</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. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017</p>	
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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

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

Personal Development, Health and Physical Education

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

Number of Units: 2	Faculty: SCIENCE	Fees: \$20
Board Developed Course		Contact: Mrs Nicole Dwyer – Head Teacher Science
HSC exam: Yes	ATAR: Yes - Category A	
Prerequisites: Nil		Corequisites: Nil
Exclusions: Physical World Science Life Skills		
<p>Course description</p> <p>The Year 11 course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.</p> <p>The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.</p> <p>Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.</p>		
Year 11	Year 12	
<p>What students learn</p> <p>The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 1 Kinematics • Module 2 Dynamics • Module 3 Waves and Thermodynamics • Module 4 Electricity and Magnetism 	<p>What students learn</p> <p>The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> • Module 5 Advanced Mechanics • Module 6 Electromagnetism • Module 7 The Nature of Light • Module 8 From the Universe to the Atom 	
<p>Course requirements</p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>It is strongly recommended that all students studying Physics undertake and complete the Mathematics Advanced course as a companion subject. This will ensure students have a strong ability to interpret and use mathematical concepts.</p>		
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: A wide variety, including Mechanical and Civil Engineer, Optometrist, Radiologist, Electronic Technician, Particle Physicist, Mechatronic Engineer, Mechanic, Material Scientist, Structural Engineer, Acoustic Technician, Medical Doctor, Astronomer, Ballistics Specialist, Astro Physicist.</p>		

Science Extension

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

Society and Culture

Number of units: 2		Faculty: English/ HSIE	Fees:
Board Developed Course		Contact: Mrs Rebecca Mizzi – Head Teacher English/HSIE	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Society and Culture Life Skills, HSIE Life Skills (where Society and Culture is undertaken within the course).			
<p>Course description</p> <p>Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • The Social and Cultural World: The interactions between persons and groups within societies • Personal and Social Identity: Socialisation and the development of personal and social identity in a variety of social and cultural settings • Intercultural Communication: How people in different social, cultural and environmental settings behave, communicate and perceive the world around them 		<p>What students learn</p> <p>Core</p> <ul style="list-style-type: none"> • Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study • The Personal Interest Project (PIP) – an individual research project <p>Depth Studies</p> <p>Two to be chosen from:</p> <ul style="list-style-type: none"> • Popular Culture: The interconnection between popular culture, society and the individual • Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity • Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures • Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples’ attitudes and behaviours. 	
<p>Course requirements</p> <p>Nil</p>		<p>Course requirements</p> <p>Completion of Personal Interest Project. See the Society and Culture Stage 6 syllabus for further information regarding course requirements. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture</p>	
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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>			

Textiles and Design

Number of units: 2		Faculty: TAS Fees: \$80.00 (Preliminary) Self-funded major work (HSC)	
Board Developed Course		Contact: Mr Tom Rhodes - Head Teacher TAS	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Applied Fashion Design and Technology VET BEC, Textiles and Design Life Skills, Technology Life Skills (where Textiles and Design is undertaken within the course).			
<p>Course description</p> <p>The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas of apparel, non-apparel, costume, textile arts or furnishings, and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.</p>			
Year 11		Year 12	
<p>What students learn</p> <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) 		<p>What students learn</p> <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%) 	
<p>Course requirements</p> <p>In the Year 11 course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p>		<p>Course requirements</p> <p>In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.</p>	
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: Fashion Designer, Textile Technologist, Fashion Buyer, Interior Designer, Costume Designer, as well as providing valuable life skills and recreational interests.</p>			

Visual Arts

Number of units: 2		Faculty: Mathematics/CAPA	Fees: \$50
Board Developed Course		Contact: Mrs Anne Torrens – Head Teacher – Mathematics/CAPA	
HSC exam: Yes	ATAR: Yes - Category A		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Creative Arts Life Skills (where Visual Arts is undertaken within the course), Visual Arts Life Skills. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p>Course description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>The Year 11 course is broadly focused, while the HSC course provides for deeper and more complex investigations.</p> <p>Year 11 course learning opportunities focus on:</p> <ul style="list-style-type: none"> the nature of practice in artmaking, art criticism and art history through different investigations the role and function of artists, artworks, the world and audiences in the artworld the different ways the visual arts may be interpreted and how students might develop their own informed points of view how students may develop meaning and focus and interest in their work building understandings over time through various investigations and working in different forms. <p>While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.</p>		<p>What students learn</p> <p>The Year 12 course learning opportunities focus on:</p> <ul style="list-style-type: none"> how students may develop their practice in artmaking, art criticism, and art history how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations how students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations how students may further develop meaning and focus in their work. 	
<p>Course requirements</p> <ul style="list-style-type: none"> Artworks in at least two expressive forms and use of a process diary a broad investigation of ideas in art making, art criticism and art history. 		<p>Course requirements</p> <ul style="list-style-type: none"> development of a body of work and use of a process diary a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in art making, art criticism and art history. 	
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: Artist, Art Critic/Writer, Teacher, Art Therapist, Illustrator, Designer, as well as providing valuable life skills and recreational interests.</p>			



Board Developed VET Courses offered at Gunnedah 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>

VET Courses | Frequently Asked Questions

What does VET mean?

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

What is the difference between 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 is the 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. Mr Tom Rhodes as VET Coordinator at Gunnedah 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. Mr Tom Rhodes as VET Coordinator at Gunnedah High School holds application forms.

How do foundation and employability skills relate to VET courses?

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

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

Any questions about VET Courses?


School-based VET course contacts are:

Mr Tom Rhodes, Head Teacher TAS and VET Coordinator

TVET or TAFE delivered VET course contacts are:

- Mrs Lee Ellis | Careers Advisor

VET Construction

 <p>Education</p>	2024 Construction Course Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
Course: Construction Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.		
Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency		
Core Units CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations		Elective Units CPCCCM1011 Undertake basic estimation and costing CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2005 Use construction tools and equipment CPCWHS1001 Prepare to work safely in the construction industry
Elective Option	CPCCWF2002 Use wall and floor tiling equipment CPCCCM2013 Undertake basic installation of wall tiles	
White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.	This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	
Examples of occupations in the construction industry: This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer		
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
Course Cost: Preliminary - \$80.00 HSC - \$50.00 Preliminary course cost includes mandatory White Card course fee.		Refunds- Refund arrangements are on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
Exclusions: VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		

VET Hospitality-Food & Beverage



Education

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

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

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

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

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

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

Core

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

Elective

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

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

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

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

Examples of occupations in the hospitality industry:

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

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$80.00 HSC - \$80.00

Additional-Students can purchase a uniform for \$170 or can hire a uniform for \$50 deposit and receive a refund of \$50 when the uniform is returned

Refunds

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

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

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

2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.3
Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

VET Manufacturing & Engineering



Education

2024 Manufacturing and Engineering Introduction Course Descriptor MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: **Manufacturing and Engineering Introduction**
Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain the full qualification in the MEM10119 Certificate I in Engineering, you must achieve 1 core unit of competency and elective units of competency to a minimum value of fourteen (14) points. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools and be able to use a personal digital device including a personal computer or laptop.

Manufacturing and Engineering (MEM 2.1) & Metal and Engineering (MEM05 11.1) Training Package Units of Competency

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE006A	Undertake a basic engineering project
MEMPE005A	Develop a career plan for the engineering and manufacturing industry

Elective

MEM16006	Organise and communicate information
MEM11011	Undertake manual handling
MEM12024	Perform computations
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
MEM16008	Interact with computing technology
MEM07032	Use workshop machines for basic operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE004A	Use fabrication equipment

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

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

This qualification provides a pathway to the primary trades in the manufacturing industry.

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

Examples of occupations in the business services industry:

- Fitter machinist
- refrigeration and air conditioning mechanic
- toolmaker
- maintenance fitter

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$50.00 HSC - \$20.00 and self-funded major work
Steel capped boots, cotton drill long sleeve shirt and pants

Refunds


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

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

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

2024 Manufacturing and Engineering (Introduction) Course Descriptor MEM 210119 Certificate I in Engineering + Statement of Attainment towards MEM20413 Certificate II in Engineering (Pathways) RTO - Department of Education - 90333, 90222, 90072, 90162-Version 0.11. *Disclaimer: If you require accessible documents, please contact your VET Coordinator for support*

VET Primary Industries

 <p>Education</p>	2024 Primary Industries Course Descriptor AHC20116 Certificate II in Agriculture RTO - Department of Education - 90333, 90222, 90072, 90162																																																											
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Course: Primary Industries Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course																																																											
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AHC20116 Certificate II in Agriculture https://training.gov.au/training/details/ahc20116 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 3 core and 15 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.																																																												
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Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.																																																												
Pathways to Industry - Skills gained in this course transfer to other occupations																																																												
This qualification provides a general vocational outcome in agriculture.	The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.																																																											
Examples of occupations in the agricultural industry: <ul style="list-style-type: none"> • farm or station hand/labourer • shearing hand • nursery assistant • livestock worker • assistant farm or station worker • assistant animal attendant/stockperson 																																																												
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.																																																												
Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.																																																												
Course Cost: Preliminary - \$40 HSC - \$40 School Specific equipment and associated requirements for students Students need to supply Hat-Work Boots	Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy																																																											
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships																																																												
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions																																																												
2024 Course Descriptor AHC20116 Certificate II in Agriculture																																																												



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

All course descriptions are accurate at the time of printing

For more information and course requirements, please refer to the relevant course syllabus available on the NESA website
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

Computing Applications

Number of units: 2	Faculty: TAS Fees: Nil
Content Endorsed Course	Contact: Mr Tom Rhodes – Head Teacher TAS
HSC exam: No	ATAR: No
Prerequisites: Nil	Corequisites: Nil
Exclusions: Nil	
<p>Course description Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.</p>	
Year 11	Year 12
<p>What students learn Computing Applications is a 'hands-on' skills-based course aimed at developing the student's abilities to use hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks that enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.</p> <p>Computing Applications consists of 12 modules which may be studied as either 15- hour or 30-hour modules</p> <p>Modules include:</p> <ol style="list-style-type: none"> 1. Hardware and Software Skills 2. Graphics I 3. Graphics II 4. Spreadsheets I 5. Spreadsheets II 6. Desktop Publishing I 7. Desktop Publishing II 8. Databases 9. Communications I 10. Communications II 11. Multimedia I 12. Multimedia II 	
Course requirements: NIL	
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: Education and Training, Financial and Insurance Services, Information Media and Telecommunications Professional, Scientific and Technical Services, & Public Administration and Safety</p>	

Exploring Early Childhood

Number of units: 2		Faculty: PDHPE	Fees:
Content Endorsed Course		Contact: Mr Alex Boulus – Rel. Head Teacher PDHPE	
HSC exam: No	ATAR: No		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Nil			
<p>Course description</p> <p>Students of Exploring Early Childhood bring a range of K-10 and other life experiences as background to their study. The Content Endorsed Course structure enables the selection of modules that recognise and build upon students' knowledge, understanding and skills through further and more in-depth study of this area.</p> <p>The study of Exploring Early Childhood will support students in developing a commitment to, and capacity for, lifelong learning in this area. The course offers initial learning experiences that can lead to further post-school study at university or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences as an area of personal interest.</p>			
Year 11		Year 12	
<p>What students learn</p> <p>Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.</p> <p>Through Exploring Early Childhood student will develop:</p> <ul style="list-style-type: none"> • knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children • knowledge and understanding about the environmental factors that have an impact upon young children's growth and development • knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children • skills in communication and interaction • skills in research and analysis • skills in decision making and evaluation • respect for the individuality and uniqueness of young children and their families • an appreciation of the value and importance of supportive and responsible relationships with young children. 			
<p>Hours followed – 120 Hours.</p> <p>Core Topics include:</p> <p>Core A: Pregnancy and Childbirth</p> <p>Core B: Child Growth and Development</p> <p>Modules:</p> <p>Play and the Developing Child</p> <p>Food and Nutrition</p> <p>Child Health and Safety</p> <p>Optional Modules</p> <p>Children and Change</p> <p>Children of Aboriginal and Torres Strait Islander Communities</p> <p>Historical and Cultural Contexts of Childhood</p> <p>Young Children and Media</p>		<p>Hours followed - 120 Hours.</p> <p>Core Topic include:</p> <p>Core C: Promoting Positive Behaviour</p> <p>Modules:</p> <p>Learning Experiences for Young Children</p> <p>Young Children and the Law</p> <p>Children's Literature</p> <p>Young Children with Special Needs</p> <p>The Children's Services Industry</p> <p>Starting School</p> <p>Gender and Young Children</p>	
Course requirements:			
<p>Assessment: Assessment: The <i>Gunnedah 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>Careers: Early childhood educator, Childcare worker, Kindergarten assistant, Family care educator, and specialised education teacher.</p>			

Marine Studies

Number of units: 2		Faculty: SCIENCE	Fees: \$20
Content Endorsed Course		Contact: Mrs Nicole Dwyer – Head Teacher Science	
HSC exam: No	ATAR: No		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Nil			
<p>Course description</p> <p>The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. 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>			
Year 11		Year 12	
<p>What students learn</p> <p>Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.</p> <p>Through Marine Studies students will develop:</p> <ul style="list-style-type: none"> • knowledge, understanding and appreciation that promote sound environmental practices in the marine environment • the ability to cooperatively manage activities and communicate in a marine context • an ability to apply the skills of critical thinking, research and analysis • knowledge and understanding of marine industries and their interaction with society and with leisure pursuits • knowledge, understanding and skills in safe practices in the marine context. 			
<p>Marine Studies is comprised of a 30 hour Core, 23 optional modules and an optional personal interest project. After completing the core, schools are able to select from the optional modules to develop programs that respond to student needs and interests.</p> <p>Core topics include:</p> <ul style="list-style-type: none"> • Marine Safety and First Aid • The Marine Environment • Life in the Sea • Humans in Water • Marine and Maritime Employment <p>Optional modules may be selected from:</p> <ul style="list-style-type: none"> • Resuscitation Certificate • First Aid Certificate • Dangerous Marine Creatures • Estuarine Studies • Coastal Studies • Coral Reef Ecology • Oceanography 		<p>Optional modules continued:</p> <ul style="list-style-type: none"> • Local Area Study • Sea Birds of Our Coast • Commercial and Recreational Fishing • Aquaculture • Marine Resources Management • Marine Aquarium • Anatomy and Physiology of Marine Organisms • Seafood Handling and Processing • Skin Diving and Diving Science • Marine Engineering • Marine Archaeology • Boating and seamanship • Marine Craft Construction and Repair • Pilotage and Navigation • Marine Communication • Wind Powered Craft and • Personal Interest Project 	
Course requirements: Nil			
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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>			

Numeracy

Number of units: 2		Faculty: Mathematics/	Fees:
		CAPA	
Content Endorsed Course		Contact: Mrs Anne Torrens - Head Teacher Mathematics/CAPA	
HSC exam: No	ATAR: No		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Nil			
It is anticipated that students undertaking Mathematics Advanced or higher courses have already consolidated essential numeracy skills and would not benefit from studying this course.			
<p>Course description</p> <p>The Numeracy course builds on the knowledge, skills and understanding presented in the K–10 curriculum. It supports students to develop the functional numeracy skills required to become active and successful participants in society.</p> <p>The Numeracy Stage 6 CEC Syllabus is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.</p> <p>The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.</p>			
Year 11 and 12			
<p>What students learn</p> <p>The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:</p> <ul style="list-style-type: none"> • interpret and use numerical information • solve problems using visual, spatial, financial and statistical literacy skills • think mathematically in practical situations • represent and communicate information • use the context to determine the reasonableness of solutions <p>in order to manage situations and solve problems relating to their present and future needs.</p>			
<p>The Numeracy Year 11 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 1:</p> <ul style="list-style-type: none"> • Whole numbers • Operations with whole numbers • Distance, area and volume • Time • Data, graphs and tables <p>Module 2:</p> <ul style="list-style-type: none"> • Fractions and decimals • Operations with fractions and decimals • Metric relationships • Length, mass and capacity • Chance 		<p>The Numeracy Year 12 course content comprises 2 modules. The modules are divided into content areas.</p> <p>Module 3:</p> <ul style="list-style-type: none"> • Percentages • Operations with numbers • Finance • Location, time and temperature • Space and design <p>Module 4:</p> <ul style="list-style-type: none"> • Rates and ratios • Statistics and probability • Exploring with NRMT 	
Course requirements: Nil			
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: TAFE, trade and training courses; foundations for the use of mathematics within everyday living, appropriate for students who DO NOT need mathematics as a prerequisite for further study.</p>			

Photography, Video and Digital Imaging

Number of units: 2		Faculty: Mathematics/ CAPA	Fees: paid prior to darkroom access + project costs
Content Endorsed Course		Contact: Mrs Anne Torrens - Head Teacher Mathematics/CAPA	
HSC exam: No	ATAR: No		
Prerequisites: Nil		Corequisites: Nil	
Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
<p>Course description</p> <p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.</p> <p>The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.</p> <p>Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.</p>			
Year 11 and 12			
<p>What students learn</p> <p>For Year 11 and 12, Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> • Wet Photography • Video • Digital Imaging. <p>Modules include:</p> <ul style="list-style-type: none"> • Introduction to the Field • Developing a Point of View • Traditions, Conventions, Styles and Genres • Manipulated Forms • The Arranged Image • Temporal Accounts. <p>An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>			
<p>Course requirements</p> <p>Students will need access to their own camera and are required to keep a diary throughout the course.</p>			
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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

Number of units: 2		Faculty: PDHPE	Fees: Are subject to excursion and external courses delivered. Eg: Lake Keepit, First Aid Course, Coaching course, pool entry etc.
Course type: Content Endorsed		Contact: Mr Alex Boulus – Rel. Head Teacher PDHPE	
HSC exam: No	ATAR: No		
Prerequisites: Nil		Corequisites: Nil	
Course Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.			
<p>Course description</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"> • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles that impact on quality of performance • an ability to analyse and implement strategies to promote health, activity and enhanced performance • a capacity to influence the participation and performance of self and others. 			
Year 11 and 12			
<p>What students learn</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"> • Aquatics • Athletics • First Aid • Fitness • Specific Sports and Games • Gymnastics • Outdoor Recreation • Sports Administration • Coaching • Social Perspectives of Sport • Healthy Lifestyle. 			
<p>Course requirements</p> <p>Nil</p>			
<p>Assessment: The Gunnedah High School Assessment Procedures and Schedules 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>Careers: 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>			

Work Studies

Number of units: 2		Faculty: English/HSIE	Fees:
Course type: Content Endorsed		Contact: Mrs Rebecca Mizzi – Head Teacher English/HSIE	
HSC exam: No	ATAR: No		
Prerequisites: Nil		Corequisites: Nil	
<p>Exclusions:</p> <ul style="list-style-type: none"> • 16671 Work and the Community Life Skills (2 units – Preliminary) • 16671 Work and the Community Life Skills (2 units – HSC) 			
<p>Course description</p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p> <p>The Work Studies course assists students to:</p> <ul style="list-style-type: none"> • recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities • develop an understanding of the changing nature of work and the implications for individuals and society • undertake work placement to allow for the development of specific job-related skills • acquire general work-related knowledge, skills and attitudes, transferable across different occupations • develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. 			
<p>Year 11 and 12</p>			
<p>What students learn</p> <p>The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.</p> <ul style="list-style-type: none"> • Core: My Working Life • Modules: There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours. 			
<p>Course requirements</p> <p>Students are required to keep a diary throughout the course.</p>			
<p>Assessment: The Gunnedah High School Procedures and Schedules 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>Careers: 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 Mrs Lee Ellis 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 31st 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 Mrs Lee Ellis to discuss possibilities of a School Based Traineeship for you.