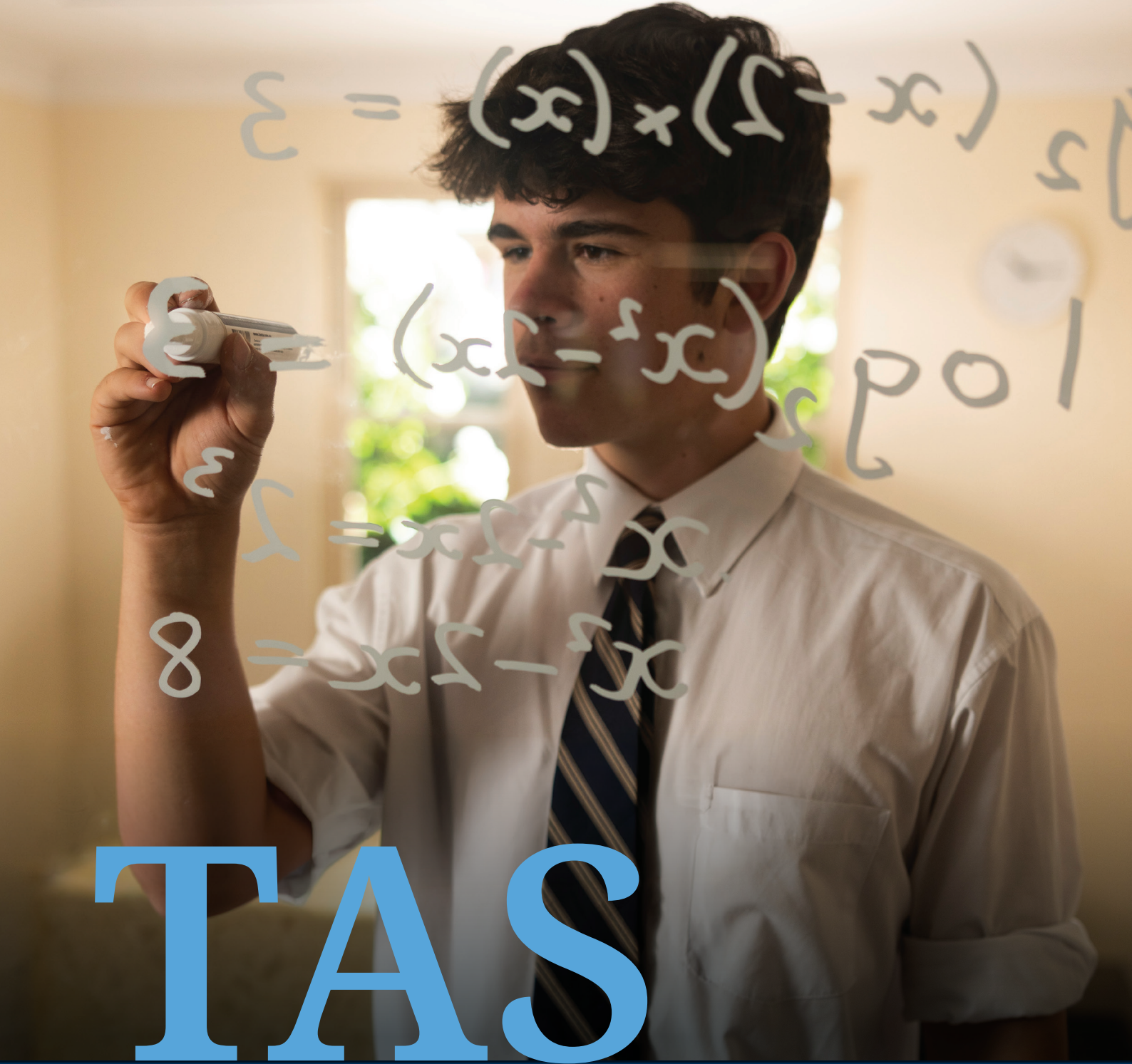




TAS

Stage 6

Year 11/12

Academic Program

2027

A photograph of four students in school uniforms walking in front of a large, multi-story brick school building. The students are smiling and looking towards the camera. The building has many windows and a clock tower on the right side. The sky is blue and clear.

Our Vision

Excellence inspired by Character, built through challenge. Developing graduates who are capable, kind and confident.

Academic effort and achievement are important outcomes of character, reflecting the courage to embrace challenge, the commitment to give one's best, and the resilience to persevere in the pursuit of excellence.

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Introduction from the Principal

For the vast majority of students, the HSC period stands out as the most demanding, the most significant, and the most memorable chapter of their school journey. It is a time of previously unseen opportunities, a chance to dive deeper into academic passions that are just beginning to unfold, to set and achieve goals that will open doors well beyond the classroom, and to fully immerse in the identity and traditions of the school as senior leaders.

At TAS, we are acutely aware that the senior years bring unique challenges. The demands of the HSC can feel intense, as students strive to balance a rigorous academic program with the co-curricular commitments that enrich their school experience.

Our expectation is that this balance between academics, sport, the creative arts, and leadership is managed thoughtfully. The effort and dedication required in each of these areas should not compete but rather complement one another, creating a harmonious journey of growth.

What we truly value at TAS is not just the final outcome, but the effort each student invests along the way. Individual excellence is not about comparison with others, but about doing one's best and making the most of the opportunities available. Success is not solely measured by results but by the consistent engagement, hard work, and strength of character required to remain focused, resilient, and committed to achieving personal goals.

To achieve this collective ambition, the HSC must be seen as a shared experience. Students, parents, and the school community all have a role to play in ensuring success. We encourage parents to familiarise themselves with the HSC program, to understand both its demands and the support their children will need throughout this time. The information in this booklet, along with the accompanying sessions, offers crucial insights, guidance on subject selection, details of the HSC rules and requirements, and an overview of the subjects offered at TAS. It is the first step in a journey that will be enriched by seeking advice from our dedicated staff and engaging in ongoing discussions over the next two years.

Our ultimate goal is not simply strong HSC results, but the development of graduates who are ready to excel in life. Through the combination of character, purposeful effort, and a strong academic foundation, we seek to prepare young people who are equipped to thrive, lead, and contribute with confidence in the world beyond TAS.

I extend my best wishes to all our students and their families as they embark on the HSC years.

Mr Ray Pearson | Principal

From the Director of Studies

Paramount to our approach to each student's academic journey through TAS is the firm belief that every student should achieve their academic goals and have the broadest range of academic opportunities and choices available to them for their life after school. Our commitment to each individual student is to help them find a pattern of study which best suits their interests and strengths, while simultaneously supporting them to pursue post-school pathways that meet their needs and abilities. At The Armidale School, we provide rich opportunities for academic excellence for each of our students; this excellence comes in the form of hard work, dedication and commitment to their learning, regardless of natural or developed ability. Our belief is that all students must work towards their own academic excellence under the guidance and support of the wonderful staff we have at TAS.



Our senior years are devoted to providing subjects, guidance, and academic support to allow students to follow their academic interests. The specific support available for senior students includes a comprehensive program that involves both internally and externally delivered study skills programs; access to online support programs for revision and solidification of course content; Study Days during our Activities program; a Winter Study Camp in the July break; Sunday Study Sessions throughout Term 3, as well as ongoing additional support from the teaching staff.

Selecting subjects for Year 11 and 12 is an important decision and takes time and consideration. Families should read this handbook carefully and seek advice from their child's Advisor, current teachers and Careers Advisor. This process starts at the end of Term 2 when students are in Year 10 and continues through to the start of Year 11.

Subject Selection Process

- Presentations to families and students on subject selection – Term 2 Week 9
- Families receive login details to enter student preferences – Term 3 Week 2
- Students and parents/carers receive confirmation of subject lines for Year 11- late Term 3
- Students with concerns to meet with the Careers Advisor to discuss possible solutions
- All families receive final notification of subject selections for Year 11- end of Term 4
- Any proposed subject changes can be requested via the Director of Studies (dotl@as.edu.au) before the start of Year 11. It is important to note that some changes may not be able to be made due to line or class sizes
- Once Year 11 classes begin all requests to change classes are managed by the Careers Advisor and require permission from the parent or caregiver.

I look forward to working with your child over the coming years with the shared goal of maximising their options as they move from TAS into further study or the workforce.

Ms Donella Tutt | Director of Studies



Introduction to the HSC

The Higher School Certificate (HSC) is a pre-tertiary credential for students in NSW. It offers a wide curriculum with subjects ranging from the highly academic to the creative and the vocational.

Choosing Subjects

The choice of subjects for Years 11 and 12 can seem quite daunting to many students. Some know exactly where their lives are headed (although they often change their minds!), but most have only a vague idea of what they would like to do after school. It is probably true to say that most students, by Year 10, do have a reasonable idea of what they do not want to study.

There are some important principles to observe when choosing a program of study for Years 11 and 12.

1. Seek advice concerning post-school options. For students with a clear idea of their future employment, this is a little easier.

All students considering further study after school should use the information published by the Universities Admission Centre (UAC) regarding entry to universities, to become familiar with the requirements determined by the many different universities. The School's Career Advisor can assist in this regard, and a copy of the UAC guide is available.

Even if ideas about careers are unclear, many students will know that they have a scientific or humanities interest, or an artistic flair and so on. Ensure that key subjects that may form the focus of future studies are included in the subjects chosen.

Where possible, keep options open. Specialisation is not wrong if students are certain of their future destination, but few are so certain that they can afford to cut off other possible options. Students who are unsure of what they wish to do after school should choose a balanced program of study which avoids decisions that may later limit their options.

2. Students should choose subjects that they find interesting.

Personal interest is the best way to keep motivated throughout the two years. Students who choose subjects solely because they, often mistakenly, think it will give them some statistical advantage in university admission, may commit themselves to two years of studying subjects in which they have little real interest or ability.

3. Finally, and very importantly, subjects must be chosen to meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate, and of the Universities Admission Centre (UAC) for eligibility for an Australian Tertiary Admission Rank (ATAR).

These rules are outlined in this document, and this book and the processes that the students follow over the upcoming months are designed to make meeting these requirements easy. The Director of Teaching and Learning monitors student selections and contacts families if concerns arise regarding eligibility requirements.

All current students should seek advice from their Heads of Department, classroom teacher, Career Advisor and their own Advisor. The Director of Teaching and Learning is able to offer further clarification, if needed, after this assistance has been sought.

What types of courses can I select?

There are different types of courses that you can select in the Year 11 and Year 12 programs.

Board Developed Course

Courses developed by the NSW Education Standards Authority (NESA)

- There is a syllabus for each course that contains course objectives, structure, content, outcome-specific course requirements, assessment requirements, specimen exam papers and marking guidelines
- These courses follow the above documents, and the students studying them will encounter these as part of their learning experience
- These courses are examined externally at the end of the HSC and may contribute towards the calculation of an Australian Tertiary Admissions Rank (ATAR). These courses include those developed by schools, TAFE and universities.

Board Endorsed Courses

These have syllabuses endorsed by the NSW Education Standards Authority (NESA) to cater for areas of special interest. There is no external examination for a Board Endorsed Course, but they do contribute towards the Higher School Certificate and appear on your Record of School Achievement (RoSA). **Board Endorsed Courses do not contribute towards the calculation of an ATAR.**

What are Units?

Each unit involves class time of approximately 60 hours per year. In the HSC each unit has a value of 50 marks. Hence a 2-unit course will be taught for approximately 120 hours in the year and has a value of 100 marks.

Extension courses build on the content of the 2-unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2-unit course. Extension courses are available at TAS in English, Mathematics, History and Music and in some languages by correspondence.

English Extension 1 and Mathematics Extension 1 courses are available in Year 11 and Year 12. Students must study the Year 11 Extension 1 course in these subjects before proceeding to either the Extension 1 and/or Extension 2 courses in Year 12. Music 2 and Modern or Ancient History students are also able to pick up a 1 unit extension course in Year 12 only. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Requirements for the award of the HSC

You must have satisfactorily completed courses that meet the requirements of the NSW Education Standards Authority (NESA). This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

You must have sat for, and made a serious attempt at, the Higher School Certificate examinations where applicable.

You must study a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the Year 12 Course. Both the Year 11 Course and the Year 12 Course must include the following:

- At least 6 units from Board Developed Courses – including at least 2 units of English
- At least three courses of 2 units value or greater (it is impossible not to meet this criteria at TAS)
- At most 6, units of courses in Science
- Attain the NSW Minimum Standard for Writing, Reading and Numeracy
- The NSW Education Standards Authority (NESA) publication ‘Studying for the New South Wales Higher School Certificate’ contains these rules and requirements
- If you wish to receive an ATAR, you must study a minimum of 10 Board Developed units in the Year 12 Course
- The booklet ‘University Entry Requirements’, published by UAC and usually available at the end of July, contains important information about entry to university courses, course prerequisites and other information to assist your choice of Year 12 Courses for study in Years 11 and 12 in preparation for university entry
- In line with the recent changes, students who study two or more Board Framework courses (VET) can elect to take the HSC Examination in those subjects in order for each one to count towards their ATAR.

Changes to Subject Selections

Students are asked to choose wisely and carefully from the first step in this process. For Year 11 2027, we will be allocating subjects based on these initial selections made in early Term 3. In some cases, class sizes are limited, and preference will be given to students based on their skills, future direction, and/or availability of other suitable subjects. Final subject allocations will be made by the Director of Studies. Any changes following these initial subject selections will be limited and will occur only in exceptional circumstances. However, it is important to note that some students will not yet be able to determine which English or Mathematics course is best suited to their needs, and movement between courses in these two areas will be able to be made, depending on availability of a place.

Pathways

Most students will complete their Higher School Certificate in the two years of Year 11 and Year 12. However, it is important that all families are aware of the ‘Pathways to the HSC’ option, which the NSW Education Standards Authority (NESA) makes available.

Under this option, it is possible for a student to take up to five years to accumulate his or her Higher School Certificate. In other words, a student can present one or more subjects for examination each year for up to five years, and the HSC would be granted once the minimum requirements had been met. However, at TAS it is unusual for students to take more than two years to complete this process. Enquiries about a Pathways program should be made to the Principal directly and would only be approved in exceptional circumstances.

Courses offered at TAS

The courses which run in 2027 will be determined by student interest; below is a comprehensive list of all subjects we are offering to the Year 11 2027 cohort:

Year 11 & Year 12 Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	Year 12 Extension Courses (1 Unit)
Agriculture		
Ancient History		History Extension
Biology		Science Extension
Business Studies		
Chemistry		Science Extension
Construction (VET)		
Design & Technology		
Drama		
Earth & Environmental Science		
Economics		
Engineering Studies		
English Standard		
English Advanced	English Extension 1	English Extension 1 English Extension 2
English Standard		
English Studies		
French Beginners		
French Continuers		French Extension (correspondence)
Geography		
Health & Movement Science		
Hospitality (VET) (limited spaces)		
Industrial Technology (Metals)		
Earth and Environmental Science		
Japanese Beginners or Japanese Continuers		
Legal Studies		
Mathematics Standard (Standard 1 & Standard 2 in Year 12)		
Mathematics Advanced	Mathematics Extension 1	Mathematics Extension 1 Mathematics Extension 2
Modern History		History Extension



Year 11 & Year 12 Courses (2 Unit)	Year 11 Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Music 1		
Music 2		Music Extension
Physics		Science Extension
Primary Industries (VET)		
Sport, Lifestyle & Recreation (1 Unit Only)		
Society and Culture		
Software Engineering		
Textiles and Design		
Visual Arts		

Vocational Education and Training (VET)

VET Courses

- Industry Curriculum Frameworks(ICF). ICF have optional exams if you are seeking an ATAR.
- The NESA link to Stage 6 VET ICFs is below:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

At TAS the VET courses offered at the school are ICFs and the details of each are outlined in this handbook under the following elective descriptions:

- Construction
- Hospitality
- Primary Industries

Completion of VET qualifications is reliant upon students completing all units of competency in the course across year 11 and 12. If students only complete some units of competency, then they will be issued with a statement of attainment towards the particular qualification.

Work Placement

All VET subjects have a mandatory work placement component. This is usually 35 hours per year and must be completed before the end of the course (in Year 12 this is before the Trial HSC Exams). Students wishing to drop a VET subject at the end of Year 11 are required to complete the work placement first due to HSC eligibility criteria. Students who do not complete their work placement will receive an N-Determination from NESA and these two units then do not form part of their pattern of study.



Assessment and Reporting

1. Students must complete the NESA course 'All My Own Work' prior to the commencement of Year 11 Courses. At TAS this is completed in Careers classes in Term 4 of Year 10. Students who arrive at the school in Year 11 will be required to complete this course in the first few weeks at TAS.
2. Students must meet the Minimum Standard for Writing, Reading and Numeracy to be eligible for the award of the Higher School Certificate. This process commences in Year 10 and students will have opportunities to sit the tests during Year 10, 11 and 12.
3. Teachers access a syllabus package for each course provided by NESA. The package includes the syllabus content which teachers use to develop teaching programs, examination specifications, specimen examination papers, and sample marking guidelines.
4. The syllabus documents, along with assessment and examination information, will be used to describe a student's level of achievement and give a clear idea of the standards that are expected.
5. School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in the assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination in that course. In some subjects this component also includes a major work or performance.
6. Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement and is referred to as a 'Band 6.'
7. HSC reports are provided to you as part of the final package you receive from NESA, and includes detailed descriptions of the knowledge, skills and understanding you have attained in each course of study.

School Assessment Policy

This is an internal school document that contains general policies for the Year 11 Course of the Higher School Certificate and draws on NESA advice contained in the ACE Manual and The Assessment Support Guide for the HSC. It is issued to all students at the start of the Year 11 and Year 12 Courses. This document is published on the school website and is also available on the Student Portal.

Responsibilities of students

- Ensure that they obtain and understand the school's assessment policies
- Attempt each assessment task to the best of their ability, including submitting each assessment task by the due date
- Ensure that any concerns that they have about the marking or comments concerning assessment tasks are addressed immediately upon return of the task
- Demonstrate through application and achievement, that they have met the requirements of the course
- Complete appropriate appeal procedures should they fail to meet task deadlines due to reasonable absence, illness or misadventure. This may result in students being required to sit a substitute task on a different date.

Awarding Grades, Marks and Rank order in the Year 11 Course

Grades of A to E are awarded for each outcome that appears on a semester report in all courses studied for the Year 11 component of the Higher School Certificate. These grades are based on school-based assessment of the knowledge and skills outcomes described in each assessment schedule; grades are also determined based on classwork and formative tasks completed by the student throughout the duration of the course. A grade of 'N' may be awarded where an outcome has not been achieved through absence, incomplete work or poor effort. This grade would normally result in a formal 'N' warning from the school. Parents are notified in writing when this occurs.

The mark and rank order awarded in any course is a summative judgement of each student's overall achievement at that stage of the course. The mark will conform to NESA guidelines and would normally range between 50 and 100. The class average and number of students in the course will also be supplied. VET subjects do not provide marks until after the Trial HSC.

The determination of a mark is based on the student's achievements relative to the outcomes and assessment schedule and not on any predetermined distribution of grades. Marks awarded will, where possible, reflect the bands published for the HSC. For example a student with an overall performance equal to an A (or band 6) receives a mark between 90 and 100. Accelerants in a Year 11 Year 12 Course are to be assessed and entered with the cohort of that course.

Students who transfer into a course from another course or school before 30 June of that year will be assessed with the cohort using the school's missed task policy provided that they have completed the majority of tasks (over 50%) and demonstrated understanding (over 50%) of outcomes of the course. Otherwise, the Director of Teaching and Learning should be consulted and the student's previous school may be asked to assist in determining grades.

NESA awards an N Determination in a course if the student has failed to meet one or more of the following criteria:

- Followed the course developed and endorsed by the Board
- Applied themselves with diligence and sustained effort
- Achieved some or all of the course outcomes.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and levels of achievement. Should any student be in danger of an N Determination, the school will give the student adequate notice to allow them to rectify the situation. At TAS, this takes the form of two warning letters and an interview with the student and parent(s) or guardian.

A warning letter will be issued as soon as serious concerns become apparent that have not been addressed by normal academic counselling processes. It is assumed that the normal process of referral to Advisor, Head of House and Head of Department for counselling would have occurred before a letter is issued. The exception to this may be a missed task of significant weighting. Warning letters are only issued by the Director of Teaching and Learning using details supplied by the class teacher with the support of the Head of Department.

General Advice on Subject Selection

While the range of options available to students has, and will continue to, increase, most students will opt for a traditional two year HSC resulting in an Australian Tertiary Admissions Rank (ATAR). The bulk of courses at TAS support this choice.

Decisions should not be based on:

- What your friend(s) intend to do
- Perceived hierarchies of subjects based on university scaling
- Who you think may teach the course
- Hearsay and unsupported opinions from friends, family or older students.

Students and parents often ask for advice as to which courses students should select to obtain the best results. In asking this question, many people believe that there are certain courses which are 'scaled up' and that by studying these courses they will automatically receive bonus marks. It is possible to score good marks in any subject.

Whether a subject will be scaled up or down can only be determined by the performance of the candidates in that subject for that specific year across the entire state. Obviously, if many able candidates attempt a subject, then it is likely that the standard of results for that subject will warrant a favourable comparison against other subjects. However, the scaling procedure will not favour all candidates in that subject, especially those who earn a mark below the average.

For an opinion about scaling procedures (for subjects you are attempting) to be valid, the person expressing the opinion would need to know the composition of the candidature across the entire State for that year.

Generally, students should not attempt to select courses below or above their ability in order to maximise their marks. It is possible to score good marks in any subject and therefore contribute positively towards a final ATAR.

HSC Subjects A-Z

Agriculture

Contact Person: Ms Janet Price
jprice@as.edu.au

Course Description

Year 11 Course

In the Year 11 Course, students study the interactions between the components of agricultural production, marketing and management, while considering the sustainability of the farming system. This is an 'on-farm', environment-oriented course.

Main Topics Covered in the Year 11 Course

- Overview of Australian Agriculture (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

Year 12 Course

The Year 12 Course builds upon the Year 11 Course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the place of the farm in the wider economic and social environment.

The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the farm product study.

Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

Topics Covered in the Year 12 Course

Plant/Animal production (50%)

- Soil, nutrients and water
- Factors contributing to the degradation of soil and water
- Sustainable resource management
- Plant production systems
- Constraints on plant production
- Managing plant production
- Animal nutrition
- Animal growth and development
- Animal reproduction and genetics
- Animal pests and diseases
- Animal ethics and welfare
- Experimental analysis and research in plant and Animal systems

Farm product study (30%)

- The farm as a business
- Decision-making processes and management strategies
- Agricultural technology
- Marketing of a specific farm product

Elective (20%) (approximately 24 indicative hours)

Choose ONE of the following electives to study

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 Course time.



HSC Subjects

Ancient History

Contact Person: Mr David Toakley
dtoakley@as.edu.au

Rationale

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

The study of Ancient History is of contemporary relevance. It equips students with the skills to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation of the ancient world.

It draws upon the methods used by historians and archaeologists to investigate sources from the past, and to communicate their findings and interpretations.

In Ancient History, students engage with a range of sources, both physical and written. They are introduced to the complexities of reconstructing aspects of the past, often using fragmentary evidence from a range of literary, documentary and archaeological sources. Students are encouraged to develop their own interpretations and to compare these with those offered in published works.

Course Description

Year 11 Course

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

Year 11 Course (120 hours)

- Investigating Ancient History
- Case Studies
- Features of Ancient Societies
- Historical Investigation

Year 12 Course

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- Ancient Societies
- Personalities in their Times
- Historical Periods

The course requires study from at least TWO of the following areas:

- Egypt, Near East, China, Greece and Rome

HSC Subjects

Biology

Contact Person: Mr Stephen Thompson
sthomps1@as.edu.au

Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Main Topics

Year 11 Course

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

Year 12 Course

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

Particular Course Requirements

Both practical and secondary-sourced scientific investigations are an essential part of the Biology course. Students in both the Year 11 Course and the Year 12 Course are required to spend 15 hours of course time completing an in-depth study that allows further development of one or more concepts found within or inspired by the syllabus, and may be one investigation/activity or a series of investigations/activities.

Depth studies provide opportunities for students to pursue their interest in biology, acquire a depth of understanding, and take responsibility for their own learning.

Students will complete a minimum of 35 indicative hours of practical experiences across both the Preliminary and Year 12 Course.

Business Studies

Contact Person: Mr David Toakley
dtoakley@as.edu.au

Course Description

Business Studies is an excellent course for students with an interest in the operations of, and the role played by business within our society. The subject requires a high level of literacy skills and a good understanding of key mathematical skills.

The Preliminary course aims to provide students with the knowledge and skills required to plan, establish, and efficiently operate a small business. Students learn about the environment within which Australian businesses operate, and the key functions of business, including such things as marketing and finance. This is followed by an examination of the requirements and steps to successfully plan and start a small business.

The HSC course introduces students to the study of the internal workings of business, the management skills required to run a business and some of the major managerial areas of business such as finance, marketing and human resource management. A large component of the course is also directed at ethical business issues such as sustainable development and ethical marketing strategies.

Main Topics

Year 11 Course

The Nature of Business - the central role business plays in society, the key influences on it, and the social and ethical responsibilities of business

- Business Management – to learn about the nature and responsibilities of management in business.
- Business Planning - this topic also forms part of a major assessment where students prepare a business plan for a hypothetical business.

Year 12 Course

- Operations – the strategies that are required for effective operations management in large businesses.
- Marketing - what marketing involves and the steps to strategically plan, implement and evaluate a marketing plan for a business.
- Finance – how to interpret financial information in order to manage a business successfully.
- Human Resources – how human resources contribute to business performance.



HSC Subjects

Chemistry

Contact Person: Mr Stephen Thompson
sthomps1@as.edu.au

Course Description

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The Year 11 Course delves into areas of chemistry that includes the properties and structure of matter, quantitative chemistry to predict yields, and reactive chemistry to study how chemists use chemical reactions to produce substances.

The Year 12 Course builds on the concepts developed in the Year 11 Course, expanding on areas such as equilibrium and acid reactions, acid/base reactions, organic chemistry and finishing the course with applying chemical ideas.

Students are required to complete 15 hours of depth study for both Year 11 and Year 12 Courses.

Main Topics

Year 11 Course

- Properties and Structure of Matter
- Introduction of Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

Year 12 Course

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

Particular Course Requirements

Students will complete a minimum of 70 indicative hours of practical experiences across Year 11 and Year 12 Course time with no less than 35 hours in the Year 12 Course.

More information about the Chemistry syllabus is available on the NESA website.

HSC Subjects

Construction (VET)

CPC 2020 Certificate II in Construction

Contact Person: Mr David Slade
dslade@as.edu.au

Course Description

This course is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued in and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training in the Construction Industry, which is a significant employer in Australia. Students who choose to have this course credited towards their ATAR must sit the optional HSC exam.

Units of Competency typically cover the following areas:

- Working Safely in the Industry
- Workplace Communication
- Plan Interpretation
- The use of Construction Tools and Equipment
- Planning and Organising Work
- Carpentry and Blockwork

Complete Training and Assessment strategy will be provided prior to commencement.

Particular Course Requirements

Work placement - students must complete a minimum of 70 hours work placement in a manufacturing, engineering or related service industry workplace that is acceptable to the school. A consumables cost of \$60 per term will be applicable. Boots and other personal protective equipment will be required.

Competency Based Assessment

A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent in each unit of competency. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. When a student achieves a Unit of Competency it is signed off by the assessor.

External Assessment - HSC Examination

The Higher School Certificate examination for Construction will involve a written examination. 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 qualifications.

Qualifications

Students who are assessed as competent in the prescribed Units of Competency in the Construction Course will be eligible for the award of Certificate II in Construction Pathways CPC20220 plus a Statement of attainment towards a Certificate II in Construction CPC20120.



Design and Technology

Contact Person: Mr David Slade
dslade@as.edu.au

Course Description

Students study design processes, design theory and factors in relation to design projects. In the Year 11 Course students study designing and producing which includes the completion of at least two minor design projects.

In the HSC students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a Major Design Project.

Main Topics

Year 11 Course

Designing and Producing including the study of: design theory, design processes, creativity, collaborative design, research, manufacturing and production, communication, safety, evaluation, analysis, marketing, computer-based technologies, environmental issues, using resources, management, manipulation of materials and tools and techniques.

Year 12 Course

- Innovation and Emerging Technologies including a case study of innovation
- The study of designing and producing includes a Major Design Project

The project folio includes: Project Proposal, Management, Development, Realisation, Evaluation.

Particular Course Requirements

In the Year 11 Course, students must participate in hands-on practical activities.

In the Year 12 Course, the comprehensive study of designing and producing that was studied in the Year 11 Course is used in the development and realisation of a major design project and the presentation of a case study.

A consumables cost of approximately \$25 per term will apply. Students will also be responsible for other material costs depending on their choice of project(s).

HSC Subjects

Drama

Contact Person: Ms Clare O'Sullivan
cosullivan@as.edu.au

Year 11 and 12 Drama HSC Drama provides opportunities for students to become informed drama practitioners through the practice of making, performing and critically reflecting. Students will explore dramatic contexts, elements and processes, building their knowledge of dramatic conventions, forms and styles to extend and enrich their own performance and design work.

Year 11 Drama

Forms and styles

Students will explore how artistic, cultural, social and personal contexts influence dramatic form, style and meaning. Through collaborative, creative and critical processes they will interpret and apply dramatic conventions and performance skills to interpret and communicate creative intent, analyse audience engagement, and reflect on the significance and purpose of a variety of dramatic forms and styles.

Improvising and devising

Students will explore how unscripted action is used to generate, shape and refine new ideas for dramatic work. Experimenting with movement, voice and relationships, students will build performance work in response to a range of stimulus. Through discussion and rehearsal, they will devise engaging dramatic performance work. Students develop their understanding of how creative processes are used to shape dramatic meaning as they evaluate and refine their choices.

Scripts in practice

Students will analyse and explore how dramatic practitioners shape and interpret scripted works to realise creative intent.

Through experimentation and enactment they interpret and stage a variety of scripted works, conventions and approaches. Students explore how dramatic elements are selected, manipulated and communicated through scriptwriting, performance, direction and design to create dramatic meaning for an audience.

Year 12 Drama

HSC Drama provides opportunities for students to become informed drama practitioners through the practice of making, performing and critically reflecting. Students will explore dramatic contexts, elements and processes, building their knowledge of dramatic conventions, forms and styles to extend and enrich their own performance and design work.

Australian Drama and Theatre

Students will explore how Australian Drama practitioners use dramatic forms, styles and conventions to convey ideas through the study of TWO prescribed Australian plays. Students will analyse and experiment with dramatic elements to interpret dramatic moments. Students will create and engage in meaningful theatrical experiences that consider Australian voices, perspectives and representations and critically reflect on audience engagement with the ideas and images presented in the works.

Approaches to Drama and Theatre

Students will investigate, research and experiment with theatre making of ONE prescribed practitioner and draw on these approaches to collaboratively devise an ensemble performance. They will manipulate dramatic contexts to generate, structure, rehearse, refine and stage performance work by applying the conventions of the prescribed practitioner's approach to communicate meaning and creative intent. Students will refine creative choices to inform their staged work through critical reflection and evaluation.

Individual project

Students will initiate, structure and shape an individual project in ONE of the following dramatic forms:

- Design (Costume OR Promotion OR Set)
- Director's Folio
- Performance
- Scriptwriting
- Short Film.

Students will craft a directorial vision for their project, selecting and applying dramatic elements, processes and contexts to shape an engaging dramatic journey for an audience. They will apply their knowledge of dramatic forms, styles and conventions to shape meaning with creative intent to engage their audience. Students will study the content that relates to their chosen area of specialisation.

Earth and Environmental Science

Contact Person: Mr Stephen Thompson
sthomp1@as.edu.au

Course Description

The study of Earth and Environmental Science lies at the intersection between the Earth's four spheres: Atmosphere, Hydrosphere, Biosphere and Lithosphere. As such, it has a unique opportunity for students to become aware of, and better understand, the interconnectedness of the natural sciences, particularly biology and geology. This course is ideal for students considering further study in agriculture, mining, and natural resource management.

The syllabus has an equal focus on earth science and environmental science, with an emphasis placed on the processes that bring about natural phenomena that can be observed all over the earth.

There are opportunities for students to engage in contemporary earth science, including human impacts, climate science and resource management. We are keen to see this subject commence at The Armidale School as it leverages our unique teaching resources and subject expertise.

Main Topics

Year 11 Course

The Year 11 course consists of four modules.

- Module 1 Earth's Resources
- Module 2 Plate Tectonics
- Module 3 Energy Transformations
- Module 4 Human Impacts

Year 12 Course

The Year 12 course consists of four modules.

- Module 5 Earth's Processes
- Module 6 Hazards
- Module 7 Climate Science
- Module 8 Resource Management

Course Requirements

Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

Practical investigations and fieldwork 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.

HSC Subjects

Economics

Contact Person: Mr David Toakley
dtoakley@as.edu.au

Course Description

Economics is the study of how we use resources, and examines how we make choices – should I buy a new car, or save the money? Do I want more free time or more income from work? It provides an understanding of how to best use natural resources, machinery and work efforts.

Economics can be studied in combination with other HSIE subjects that cover similar and complementary issues, including Business Studies, Geography, Modern History and Legal Studies.

Main Topics

Year 11 Course

- The Economic Problem - how individuals and societies deal with how best to use scarce resources, plus a study of different economic models and their attitude to scarcity
- Consumers and Business - how consumers and business make decisions about the choices they face
- Markets – how market prices are determined and the need and means available for governments to intervene in markets – the way in which market prices are determined
- Labour Markets - how an economy can make the best use of its labour resources and why different political parties have different perspectives on how labour should be rewarded

- Financial Markets - the operation of financial markets in Australia, the contemporary institutions and the controls existing in the market
- Government and Economy - role of government in a mixed economy and the management of the economy. Problems and issues arising from the free operation of markets.

Year 12 Course

- The Global Economy - the operation of the global economy and the impact of globalisation on individual economies. Plus a study of an economy other than Australia
- Australia's Place in the Global Economy – plus the impact of changes in the global economy on Australia's internal and external stability
- Economic Issues - the nature, causes and consequences of the economic issues and problems that can confront contemporary economies
- Economic Policies and Management - the aims and operation of economic policies in the Australian economy and hypothetical situations. Students will learn about the annual budget, and how interest rates can have an influence on the health of the economy

Engineering Studies

Contact Person: Mr Stephen Thompson
sthomp1@as.edu.au

This course provides students with the opportunity to study engineering by investigating a range of applications and fields of engineering. Students learn about historical and societal influences, the scope of the profession and develop skills in technical communication. Students apply knowledge of engineering mechanics, hydraulics, electricity, electronics and engineering materials to solve engineering problems.

Course Description

Both Year 11 and Year 12 Courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/ electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

In the Year 11 Course students undertake the study of 4 compulsory modules:

- engineering fundamentals
- engineering products
- braking systems
- One focus module relating to the field of Biomedical engineering.

In the Year 12 Course Students undertake the study of 4 compulsory modules:

- two application modules - Civil structures and Transport
- two focus modules - Aeronautical Engineering and Telecommunications Engineering

Particular Course Requirements

It would be expected that students choosing this course are also studying Mathematics Extension 1 and Physics. Exceptions to this would need to be approved by the Director of Studies.

Year 11 Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

Year 12 Course

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Year 11 Course and one engineering report from the Year 12 Course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

HSC Subjects

English Standard

Contact Person: Mrs Sue Abbott
sabbott@as.edu.au

Exclusions: English Advanced, Extension English, English Studies

Course Description

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. 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 texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts.

Main Topics

Year 11 Course

In this course, students study three equally weighted units:

- Common Module – Reading to Write
- Module A – Contemporary Possibilities
- Module B – Close Study of Literature

There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A (this may include the study of film) and 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.

Year 12 Course

In this course, students study four units:

- Texts and Human Experiences
- Language, Identity and Culture
- Close Study of Literature
- The Craft of Writing

English Advanced

Contact Person: Mrs Sue Abbott
sabbott@as.edu.au

Exclusions: English Standard, English Studies

Course Description

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australia and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Main Topics

Year 11 Course

In this course, students study three equally weighted units:

- Reading to Write
- Narratives that Shape Our World
- Critical Study of Literature

There are no prescribed texts for Year 11. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.

Year 12 Course

In this course, students study four units:

- Texts and Human Experiences
- Textual Conversations
- Critical Study of Literature
- The Craft of Writing

Students are required to study four prescribed texts, one drawn from each of the following categories:

- Shakespearean drama
- Prose fiction
- Drama or Nonfiction or Film or Media

English Extension 1 (Year 11 & 12) English Extension 2 (Year 12)

Contact Person: Mrs Sue Abbott
sabbott@as.edu.au

Prerequisites

English (Advanced) Course; Year 11 English Extension 1 Course is prerequisite for Year 12 English Extension Course 1; Extension Course 1 is prerequisite for Extension Course 2

Exclusions

English Standard Course, EAL/D, English Studies

Course Description

The English Extension 1 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. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

Year 11 Course

In this course, students study the following:

- Module – Texts, Culture and Value
- Related Research Project – may be undertaken concurrently with the module

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

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

HSC Subjects

Year 12 Course

In this course, students study the following:

- Common Module – Literary Worlds with ONE elective option

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.

This course includes:

- Author and Authority unit:
- The Composition Process
- Major Work
- Major Work Journal

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal.

Year 12 English Extension

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses.

Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

Students are permitted to enrol in this course based on the recommendation of the Head of English and the Director of Teaching and Learning based on assessment performance in English Advanced and English Extension 1 Year 11 courses

English Studies

Contact Person: Mrs Sue Abbott
sabbott@as.edu.au

Exclusions:

English Standard, English Advanced

Course Description

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Year 11 Course

In this course, students study the following:

- Reading to Write
- An additional 2-3 elective focus area modules to be studied

There are no prescribed texts for Year 11. Students are required to study ONE substantial multimodal text, which could be film or media. Students are required to study ONE substantial print text, which could be prose fiction, nonfiction, poetry or drama.

Year 12 Course

In this course, students study the following:

- Narrative and Human Experiences
- Writing for purpose
- 2 Elective focus areas

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

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

For Narrative and human experiences, students are required to study:

- ONE text from the prescribed text list.

For Writing for Purpose, students are required to study:

- At least FOUR short texts from the prescribed text list

Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

HSC Subjects

French Beginners

Contact Person: Mr Allan Moore
amoore@as.edu.au

Criteria

Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.

Course Description

The study of French as a second language is a life skill. It contributes to a student's overall education in areas such as communication, cross-cultural understanding, literacy and general knowledge. The study of French will better equip students as travellers, as well as providing access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities.

In this course, students will develop linguistic ability and gain cultural understanding through the study of the French language. The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art and sport. Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, cuisine and catering, diplomacy, education and research, fashion and cosmetics, government, hospitality (eg; hotels, restaurants), law, media (eg; journalism), science and technology, tourism, translation and interpreting, and wine-making.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity.

They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity

Year 11 Course

The Year 11 Course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect these themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.

Year 12 Course

The Year 12 Course continues to focus on the three prescribed themes and associated topics.

Students will gain a broader and deeper understanding of French, and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.

Main Topics

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Each theme has a number of prescribed topics and sub-topics with which students will engage in their study of French.

The first theme, 'The Individual', enables students to explore aspects of their personal world, such as significant moments, family

and friends, school life and aspirations, leisure and interests. The second theme, 'The French-speaking communities', explores topics including daily life, lifestyles, and arts and entertainment. It encourages students to reflect on their own and other francophone cultures through these themes.

The final theme, 'The changing world', enables students to explore change as it affects aspects of the world of work and other topics such as travel and tourism, current issues and the young person's world.

Students will extend their talents in the four skill areas of speaking, listening and responding, reading and responding and writing in French. This course is a very practical one, and students can expect to develop a good understanding of the language as well as the ability to communicate with native speakers by the end of the course.

A number of Australian universities offer a formal Bonus Points Entry Scheme to students who study a Language to HSC level, designed to highlight the importance of study in Languages.

French Continuers

Contact Person: Allan Moore
amoore@as.edu.au

Prerequisites

Satisfactory completion of Stage 5 French.

Course Description

The study of French as a second language is a life skill. It contributes to a student's overall education in areas such as communication, cross-cultural understanding, literacy and general knowledge.

The study of French will better equip students as travellers, as well as providing access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities.

In this course, students will develop linguistic ability and gain cultural understanding through the study of the French language.

The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art and sport. Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, cuisine and catering, diplomacy, education and research, fashion and cosmetics, government, hospitality (eg; hotels, restaurants), law, media (eg; journalism), science and technology, tourism, translation and interpreting, and wine-making.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

Year 11 Course

The Year 11 Course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect these themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.

Year 12 Course

The Year 12 Course continues to focus on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French, and will extend and refine their communication skills in the language.

As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.

HSC Subjects

Main Topics

There are three prescribed themes:

- the individual
- the French-speaking communities
- the changing world

Each theme has a number of prescribed topics and sub-topics with which students will engage in their study of French.

The first theme, 'The Individual', enables students to explore aspects of their personal world, such as significant moments, family and friends, school life and aspirations, leisure and interests. The second theme, 'The French-speaking communities', explores topics including daily life, lifestyles, and arts and entertainment. It encourages students to reflect on their own and other francophone cultures through these themes. The final theme, 'The changing world', enables students to explore change as it affects aspects of the world of work and other topics such as travel and tourism, current issues and the young person's world.

Students continue to extend their talents in the four skill areas of speaking, listening and responding, reading and responding and writing in French. This course is a very practical one, and students can expect to be quite fluent in all skills areas by the HSC.

A number of Australian universities offer a formal Bonus Points Entry Scheme to students who study a Language to HSC level, designed to highlight the importance of study in Languages.

Geography

Contact: Ms Fiona Taber
ftaber@as.edu.au

Course Description

Geography looks at both the natural (biophysical) environment and the man made (human) environment and how these environments interact to create the modern world.

Main Topics

Geography focuses on the spatial and ecological dimensions of both the biophysical and human environments – why things are where they are and what impact they have on the natural system around them. Geography is well defined by thinking of it as 'the study of place'.

All case studies and examples are located in place. The larger concept of geographical scale underlies the course – what is happening at the local scale, the national scale and the global scale.

Year 11 Course

Natural Systems

What processes, cycles and circulations make up the natural world? Students consider the value of the natural world and how people's connections to environments can vary.

Human–Environment Interactions

How do people and natural systems influence each other? Using beautiful Melanesia as a case study, we investigate land cover change, climate change and the impact of human activity on natural environments. We'll consider how environmental challenges can be managed and how responses can improve sustainability and human wellbeing.

People, Patterns and Processes

How are people distributed across the world and how do human activities shape places? Students examine population change, patterns of settlement, resource use and the increasing Earth's connections between places. This includes the study of globalisation, culture, technology, political power and the ways people respond to change in different environments.

Geographical Investigation

In this self-driven investigation, students are given scope to research an issue or place of interest, while developing skills in research, fieldwork and geographical communication. Conducting geographical research is modelled through our fieldwork to the Liverpool Plains, investigating various industries in this productive part of the state.

Year 12 Course

Ecosystems and Global Biodiversity

Why are ecosystems important and how can they be protected? Students investigate the functioning and value of ecosystems, the pressures placed on biodiversity, and the role of natural and human stresses. They study two different ecosystems, including at least one from outside Australia, and evaluate management strategies used to protect them.

Global Sustainability

How can economic activity be managed more sustainably? Students investigate sustainability in the contemporary world, using the global cotton industry as a case study. This includes fieldwork to the heart of cotton country, Narrabri.

Rural and Urban Places

How are rural and urban places changing? Students investigate the characteristics of different settlements, including rural places, urban places and large cities. They examine urbanisation, population growth, changing land use and the processes that shape places. Case studies include one rural place, one urban place and one large city outside Australia.

Fieldwork and Geographical Skills

Fieldwork remains an important part of Geography in both Year 11 and Year 12. Students use maps, fieldwork instruments, graphs, statistics, spatial technologies and visual representations to investigate places and environments. These skills help students understand real-world geographical issues and communicate their findings clearly.

Health and Movement Science

Contact Person: Mr Joshua Moloney
jmoloney1@as.edu.au

Course Description

Welcome to the new Health and Movement Science Years 11–12 syllabus. Guided by five key propositions, this contemporary course focuses on educational purpose, adopts a strengths-based approach to learning, values movement as a lifelong contributor to health and wellbeing, develops students' health literacy, and encourages critical inquiry. At The Armidale School, we are excited to embrace this innovative subject, building on the strong foundations of the former PDHPE curriculum while preparing students for the opportunities and challenges of a rapidly changing world.

Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion.

Year 12 is organised into 2 focus areas: Health in an Australian and global context; and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions 'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'

HSC Subjects

Year 11

Core 1: Students develop an understanding of health and how health is measured in Australia, including the different meanings of health, the dynamic nature of health, the use of epidemiology to explain the health status of Australians, the role of social justice principles in promoting health status and the determinants that influence the health and wellbeing of Australians.

Students develop a holistic understanding of how these factors can change and contribute to an individual's and community's health status.

Core 2: The body and mind in motion allows the students to think critically about the interrelationships between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention and rehabilitation. Acquiring the knowledge and skills to be physically active can optimise individual and team performance and develop positive movement habits across the lifespan.

Main Topics

Year 11 Course

- Core Topics (100%)
- Better Health for Individuals (40 hours)
- The Body and mind in Motion (40 Hours)
- Collaborative investigation (20 hours)
- Depth studies (20 hours)

Year 12 Course

- Topics (100%)
- Health in an Australian and Global Context (45 hours)
- Training for Improved Performance (45 hours)
- Depth studies (30 hours)



History Extension

Contact Person: Mr David Toakley
dtoakley@as.edu.au

Course Description

The History Extension course focuses on the nature of history as a discipline and how and why differing historical interpretations have been produced. It requires students to critically examine how history is constructed and analyse the role of historians and other producers of history in this process. This involves a close examination of a range of historical works, considering how context, methodology and purpose have shaped their development. History Extension appeals to students who appreciate the intellectual rigour and challenge of historical debate and the construction and defence of a position through reasoned and cohesive argument.

A study of Ancient or Modern History in Year 11 is a prerequisite study for students looking to study History Extension in their HSC year. Only students who achieve a course average of 85% or higher in Preliminary Ancient or Modern History, will be accepted into the History Extension course.

Main Topics

Students are required to study two main areas as part of History Extension.

Section I: Constructing History

Key Questions

- What is history?
- Who are the producers of history in different eras?
- How has history been constructed, recorded and presented in different eras?
- Why have approaches to history changed in different eras?
- Why have approaches to history changed over time?

Case Studies:

- Witch Hunts and Trials (subject to change):
- The nature and role of witchcraft in society
- The reasons for and extent of persecution
- The reasons for the decline of witch hunts/trials.

Section II: History Project

The History project provides the opportunity for students to design and conduct an investigation into an area of historical and or historiographical interpretation. Students work independently to plan and conduct their investigation. The investigation provides opportunities to apply the historiographical understanding developed through coursework on the issues raised in the key questions and to produce an argument in response to a precise question.

HSC Subjects

Hospitality (VET) (Food and Beverage) SIT20322 Certificate in Hospitality

Contact: Mr David Slade
dslade@as.edu.au

Course Description

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, cafes and coffee shops.

After achieving this qualification, individuals may progress to a wide range of other qualifications in the hospitality and broader service industries. Further training can involve an apprenticeship, traineeship or further studies at TAFE or University.

Units of Competency typically cover the following areas:

- Participate in safe work practices
- Work effectively with others
- Prepare and serve espresso coffee
- Serve food and beverage
- Interact with customers
- Use hospitality skills effectively
- Use food preparation equipment

Complete Training and Assessment strategy will be provided prior to commencement.

Particular Course Requirements

Work placement - students must complete a minimum of 70 hours work placement in an Hospitality related industry workplace that is acceptable to the school. A consumables cost of \$40 per term will be applicable. Overalls, boots and other personal protection equipment will be required. A hospitality standard uniform will be required to be purchased at a cost of approximately \$150.

Competency Based Assessment

A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent in each unit of competency. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. When a student achieves a Unit of Competency it is signed off by the assessor.

External Assessment – HSC Examination (optional) The Higher School Certificate examination for Hospitality will involve a written examination. 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 qualifications.

Qualifications

Students who are assessed as competent in all prescribed Units of Competency in the Hospitality Course will be eligible for Certificate II in Hospitality SIT20322 Food and Beverage.



RTO
Registered Training Organisation
RTO No: 90413

Industrial Technology - Metals

Contact: Mr David Slade
dslade@as.edu.au

This course was offered in 2021 for the first time at TAS. As for all subjects, whether it runs in 2027 will be determined by student interest. It is the opportunity for students to build major metals projects.

Course Description

Industrial Technology is a hands-on practical course that offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production.

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

Main Topics

This course has a greater emphasis on the practical project than the Design and Technology course.

Both the Year 11 and Year 12 Courses are organised around five sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing
- Technology.

In the Year 11 study, the content is introductory and there are two practical projects as well as the study of an individual business in the focus area. The aim of the Year 11 Course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.

The HSC content is centred on the application of design, research and manufacture of a Major Project and related folio, together with a more detailed study of the focus area industry.

Particular Course Requirements

This course requires students to be prepared for the workshop and associated activities in both the Year 11 and HSC years. A consumables cost of approximately \$50 per term will apply. Other supplies will also need to be purchased by the student depending on the projects chosen.



HSC Subjects

Japanese Beginners

Contact Person: Mr Allan Moore
amoore@as.edu.au

Criteria

Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.

Course Description

The course starts with learning the writing scripts and new vocabulary and gradually builds to maintaining a conversation in Japanese and writing a variety of texts in Japanese. The study of Japanese provides access to the language and culture of one of the most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

Year 11 Course

The Year 11 Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

Year 12 Course

In the Year 12 Course students will extend and refine their communication skills in Japanese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

Main Topics

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

The course will enable students to use Japanese to express and share ideas about experiences and activities relating to daily life and transactions in their own world. It provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, using speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

There are a number of Universities that have a formal bonus points scheme for the study of a Language to HSC level, designed to highlight the importance of study in Languages.



HSC Subjects

Japanese Continuers

Contact Person: Mr Allan Moore
amoore@as.edu.au

Prerequisites

Satisfactory completion of Stage 5 Japanese

Course Description

The study of Japanese language is of importance to Australians, both culturally and economically. Japan is one of Australia's leading trading partners and there are significant cultural ties between Australia and Japan.

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

Year 11 Course

The Year 11 Course has as its organisational focus themes and associated topics. Students' skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.

Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

Year 12 Course

The Year 12 Course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.

Main Topics

There are three prescribed themes:

- the individual
- the Japanese-speaking communities
- the changing world

Each theme has a number of prescribed topics and subtopics with which students will engage in their study of Japanese.

The theme, 'The Individual' enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals. The theme, 'The Japanese Speaking Communities' explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures. The theme, 'The Changing World', enables students to explore change as it affects aspects of the world of work and other topics such as current issues

There are a number of Universities that have a formal bonus points scheme for the study of a Language to HSC level, designed to highlight the importance of study in Languages.

Legal Studies

Contact Person: Mr David Toakley
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Course Description

Legal Studies is a course for students with an interest in thinking critically about the role of the law and legal institutions in society.

Main Topics

The Legal Studies course is designed to introduce students to and raise their understanding of issues through a review of selected legal, institutions and processes at the domestic and international level, demystifying legal terminology and focusing on change, effectiveness, dispute resolution and justice.

Year 11 Course

- The Legal System – a study of basic legal notions, sources of law, the constitutional system in Australia and the operation of the legal system
- The Individual and the Law – focuses on the key components: power and authority, legal controls on State power, duties, rights
- The Law in Practice – students are challenged to apply knowledge and skills gained as the dynamic context for the study of two focus groups in the following common areas: status
- under the law, mechanisms for achieving justice, responsiveness of the legal system. Students
- will study a range of contemporary issues such as The Bali 9, The Port Arthur Massacre, outlaw motorcycle gangs and other contemporary legal events
- Focus groups – Aboriginal and Torres Strait.

Year 12 Course

- **Core topic 1:** Human rights - through the use of a range of contemporary examples, students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice
- **Core topic 2:** Crime - through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.
- **Additional Option Studies:** the framework is applied to two other focus studies selected from the following: Consumers; Family; Global Environment; Indigenous Peoples; Shelter; Workplace or World Order

HSC Subjects

Mathematics Standard

Contact Person: Ms Rachel Piddington
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Prerequisites

This course is constructed on the assumption that students have achieved the outcomes of the Stage 5 Core strands to a satisfactory standard.

Exclusions

Students may not study any other Stage 6 Mathematics course in conjunction with HSC Mathematics Standard.

Course Description

The Mathematics Standard courses provide students with essential skills as a good foundation for trade and tertiary courses which need an implied understanding of mathematics. Both courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of other HSC subjects.

The course content is written in four areas of study in Year 11 with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations.

These areas are:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

In Year 12 students can choose to study Mathematics Standard 1 or Mathematics Standard 2.

Both courses continue in the study of the five areas listed above with the addition of

- Probability

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training. It is also encouraged that students who are completing an SBAT/TAFE complete this course.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The course is designed to support university study as well as TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in business, humanities, nursing and paramedical science.

University Prerequisites

When choosing your mathematics subjects, remember that you can always drop down to a lower level, but it is usually not possible to go up to a higher level. It can be hard to drop down a level in Mathematics, as you would have missed content in the course you are moving to. It is always best to start in the course best suited to the student. Some universities have a prerequisite requirement for at least Advanced Mathematics for entry into some of their courses. Talk to your current maths teacher or Careers Advisor for the best advice about which course is most suitable for you.

Mathematics Advanced

Contact Person: Mrs Rachel Piddington
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Prerequisites

This course is constructed on the assumption that students have achieved the outcomes of Stage 5 Core strands to a high standard and the Pathway strands to a competent level. Students will be guided by their teacher whether they are at this level and may be asked to complete the Maths Stage 5 elective to support them in achieving this.

These should include:

- Algebraic Techniques
- Surds & Indices
- Equations
- Linear Relationships
- Non-right angled Trigonometry
- Single Variable Data Analysis
- Non-Linear Relationships
- Properties of Geometrical Figures
- Quadratics

Course Description

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 is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as biological studies, science, commerce, dentistry and pharmacology. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, and are working to a high standard should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Study for the HSC Mathematics course and the HSC exam involves retention of work from both the Year 11 and Year 12 Courses. As such, it requires a disciplined and sustained personal effort to retain the skills and techniques learned throughout the course.

The Mathematics Advanced Year 11 course content comprises five Topics. 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.

Main Topics

Year 11 Course

- Functions
- Trigonometric functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

Year 12 Course

- Functions
- Sequences and Series
- Calculus
- Financial Mathematics
- Statistical Analysis

University Prerequisite

When choosing your mathematics subjects, remember that you can always drop down to a lower level but it is usually not possible to go up to a higher level. It can be hard to drop down a level in Mathematics, as you would have missed content in the course you are moving to. It is always best to start in the course best suited to the student. Some universities have a prerequisite requirement for at least Advanced Mathematics for entry into some of their courses. Talk to your current maths teacher or Careers Advisor for the best advice about which course is most suitable for you.

HSC Subjects

Mathematics Extension 1

Contact Person: Mrs Rachel Piddington
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Prerequisites

This course is constructed on the assumption that students have achieved the outcomes of Stage 5 Core and Pathway to Advanced strands to a high standard including the topics:

- Polynomials
- Logarithms
- Functions and Other Graphs

Course Description

This course is a 1 unit extension to the Advanced Mathematics Course. In Year 11 all Extension 1 students are required to satisfactorily complete the Advanced Mathematics course in addition to the Extension 1 Course. In Year 12 this may continue or students may be able to choose to undertake Extension 2 Mathematics.

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a solid understanding of Pathway to Advanced strands and are interested in the study of further skills and ideas in mathematics.

The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of areas such as, engineering, physical sciences, mathematics, statistics, bioinformatics, data science and actuarial studies. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course in Year 12.

Study for the HSC Mathematics Extension 1 course and the HSC exams in Advanced Mathematics and Mathematics Extension 1 involves retention of work from both the Year 11 and Year 12 Courses. As such, it requires a highly disciplined and sustained personal effort to retain the skills and techniques learned throughout the course

Main Topics

The Mathematics Extension 1 Year 11 course content comprises four Topics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics.

Year 11 Course

- Functions
- Trigonometric Functions
- Combinatorics

Year 12 Course

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Mathematics Extension 2 - 1 unit (Year 12 only)

Contact Person: Mrs Rachel Piddington
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Prerequisites

The ability to enrol in this course will be determined by the Head of Mathematics and the Director of Studies based on assessment performance in Advanced Mathematics and Mathematics Extension 1 Year 11 Courses.

Course Description

This course has been designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses.

It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main Topics

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics



HSC Subjects

Modern History

Contact Person: Mr David Toakley
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Course Description

The study of history is much more than remembering facts and dates. It is about connecting the past with present situations and personal experiences and providing students with the skills they need to make sense of the community in which they live. Historical investigation helps us to participate in democratic society by understanding the ways major events, ideas, and individuals have shaped the modern world.

The Modern History course aims to bring history to life through awareness of exciting events, controversies, triumphs and catastrophes and to encourage students to develop analytic, interpretive, literacy and numeracy skills.

A key characteristic that students need to be successful in History is a sense of curiosity about the past and a positive attitude to study. You will extend your ability to collect, analyse and organise information and to communicate ideas and information related to historical events, personalities and concepts.

Main Topics

Year 11 Course

This is structured to provide opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies. Students are required to study Sections I, II and III of the course.

Section I: Investigating Modern History

- The Nature of Modern History
- Case Studies (case studies are drawn from Europe, North America or Australia, and Asia, the Pacific, Africa, the Middle East or Central/South America)

Section II: Historical Investigation

- The investigation can be integrated into any aspect of the Year 11 Course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or Extension History.

Section III: The Shaping of the Modern World

Year 12 Course

Students are required to study Sections I, II, III and IV of the course

Section I: Core study: Democracy and Dictatorship 1919–1939

Through a focus on the nature of political authority between 1919 and 1939, students investigate the rise of authoritarian, fascist and militarist movements after the First World War, what drew people to these movements, and the regimes that emerged, with a particular focus placed on Germany.

Section II: National Studies

Students investigate key features, individuals, groups, events and developments that shaped the history of a selected nation, which could include:

- Australia 1918-1949
- China 1927-1949

- Cuba 1940-1991
- Indonesia 1945-2004
- Iran 1945-1989
- Japan 1904-1937
- Russia and the Soviet Union 1917-1941
- USA 1919-1941

Section III: Peace and Conflict

Students investigate the key features of ONE of the following studies:

- Conflict in Europe 1935-1945
- Conflict in the Pacific 1937-1951
- The Cold War 1945-1991
- The Arab-Israeli conflict 1948-2000
- Conflict in Vietnam, Cambodia and Laos 1954-1976
- Conflict in the Gulf 1980-2017

Section IV: Change in the Modern World

Students investigate key features of the history of ONE of the following options, focusing on political and social change, and the role of individuals and groups.

- The Nuclear Age 1945-2021
- Civil rights in the United States 1945-1972
- The Anti-Apartheid Movement in South Africa 1948-1994
- The struggle for democracy in Burma 1948-2021
- From the Cultural Revolution to Tiananmen Square 1966-1989
- The changing world order 1989-2016



HSC Subjects

Music 1

Contact Person: Ms Clare O'Sullivan
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Exclusions

Music 2, Music Extension

What is Music 1?

Music 1 is a flexible and welcoming senior music course designed for students with a wide range of musical backgrounds. Whether you've been learning an instrument for years, sing casually, create beats at home, or simply enjoy exploring different styles of music, Music 1 gives you the space to grow your skills and express yourself creatively. The course focuses on how music works, how it communicates ideas, and how you can use performance, composition and listening to develop your own musical voice.

Who is this course for?

Music 1 suits students who enjoy making music in any form. You don't need formal training or grades. If you like performing, experimenting with sound, analysing songs, or using technology to create music, you'll feel at home here. The course is designed to support students who want a practical subject that encourages creativity, collaboration and personal expression.

What you will learn

Across Year 11 and 12, you'll explore music through three main lenses: context, creative practice, and focused study. You'll learn how music reflects culture, identity and history, and how musicians shape sound to communicate meaning. You'll build confidence in performing, composing and listening, and you'll learn to talk about music using clear and accurate musical language. Technology plays an important role too, giving you opportunities to record, arrange, edit and shape your ideas.

How the course is structured

Year 11

You'll study three areas that help you understand music from different angles.

- Contexts of Music explores how music is shaped by culture, place and time.
- Creative Practice gives you hands-on experience performing, composing and improvising.
- Music in Focus lets you dive deeper into selected repertoire and understand how it works.

Year 12

The HSC year builds on your skills and lets you explore music that matters to you.

- Music of the Last 25 Years (Australian Focus) looks at contemporary Australian artists and styles.
- Music Across Cultures, Traditions and Time allows you to choose a musical world to explore — a style, a culture, a tradition or a historical period.
- Music for Screen, Stage and Story examines how music supports drama, movement and storytelling in film, theatre, dance and other media.

What does learning look like?

Music 1 is active, practical and creative. You'll spend time performing, rehearsing, composing, listening and analysing. You'll explore music from many genres — pop, classical, jazz, world music, film music and more — and you'll learn how to describe what you hear using the concepts of music. You'll also develop independence as a musician, building a portfolio of performances and creative work that reflects your interests.

Assessment

Assessment is balanced across performance, listening and creative work. You might prepare a performance piece, analyse a selection of repertoire, create a short composition,

or complete a research task. The focus is on demonstrating your understanding of how music works and showing growth in your practical skills.

What will you need?

Students usually need access to an instrument or voice for performance work, though the school may be able to assist with instruments. You'll also use notation tools, digital audio workstations or other music technology as part of your creative practice. A set of headphones and a folder or digital notebook will help you stay organised.

Where can Music 1 take you?

Beyond school, it supports pathways into music, audio production, creative industries, performing arts, education and event production. Even if you don't plan a music career, the course builds confidence, creativity and communication skills that are valuable in any field.

Why choose Music 1?

Music 1 gives you the freedom to explore music you enjoy while developing real skills as a performer, creator and listener. It's a supportive course that values individuality and encourages you to express yourself. If you want a subject that is practical, creative and enjoyable, Music 1 is a strong choice for your senior years.

Music 2

Contact Person: Ms Clare O'Sullivan
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Exclusions

Music 1

Course Description

The Music 2 course provides students with opportunities to perform, listen, analyse and respond, and create and compose music. The course assumes students have a formal background in music and well-developed performance, composition, aural and music literacy skills.

Students develop their knowledge and understanding of Music context and Music language through the study of a diverse range of repertoire. They apply this understanding through performance, critical listening, musical analysis and the creation of original musical works. The course encourages students to become thoughtful, independent and creative musicians while preparing them for further study and engagement in the contemporary musical world.

Main Topics

Year 11 Focus Areas

- Music of Western Art Traditions 1
- Music for Drama, Movement and Entertainment
- Music of the 20th and 21st Centuries

Year 12 Focus Areas

- Music of the Last 25 Years (Australian Focus)
- Music of Western Art Traditions 2
- Elective Project

As part of the Year 12 Elective Project, students undertake specialised study in one of the following areas:

- Performance
- Composition
- Musicological Investigation

Students select one stylistic focus for their project from areas such as Jazz, Early Music, Baroque, Classical, Romantic, 20th-Century Music, 21st-Century Music, Music of Global Cultures and Traditions, or Music of Aboriginal and/or Torres Strait Islander Peoples.

Particular Course Requirements

Students develop skills across the three content groups:

- Performing
- Listening, Analysing and Responding
- Creating and Composing

Throughout Years 11 and 12, students engage with a broad range of repertoire that includes:

- Music of Aboriginal and/or Torres Strait Islander Peoples

HSC Subjects

- Music by Australian composers and performers
- Vocal, instrumental, solo and ensemble music
- Music created or performed using electronic, recording and digital technologies

Students complete regular performance, composition and musicological tasks and develop a portfolio of original compositional work. In Year 12, students undertake an Elective Project in either Performance, Composition or Musicological Investigation.

Students undertaking Music as an elective from Years 9–12 are expected to attend a range of public concerts, workshops and enrichment activities held in and around Armidale. Annual events such as NECOM Music Days, Musica Viva performances and visiting artist workshops provide valuable opportunities for students to experience high-quality music-making and connect classroom learning with professional practice. Details of these activities, including dates and costs, are communicated to families in advance.

Students undertaking Music at an HSC level are strongly encouraged to study their instrument privately with a qualified instrumental tutor.

Music Technology

Students undertaking the study of Music at TAS utilise a wide range of music technologies to support their learning, creativity and musicianship. Industry-standard notation, sequencing, recording, audio editing, music production, theory and aural-training software are integrated into classroom learning and are available for use both at school and at home.

Students use music technology to create, record, edit, analyse and present musical works, reflecting contemporary industry practices.

A class set of MIDI keyboards is available for composition and music production activities, and students have access to high-quality recording and audio engineering facilities to support performance recordings, composition projects and portfolio development.

The integration of digital technologies throughout the course enables students to develop skills that are increasingly important in contemporary music practice and tertiary music study.

Music Extension - 1 unit (Year 12 only)

Contact Person: Ms Clare O'Sullivan
cosullivan@as.edu.au

Prerequisites

Music 2 (Year 11)

Corequisites

Music 2 (Year 12)

Exclusions

Music 1

Music Life Skills

Course Description

The Music Extension course provides students undertaking Music 2 with the opportunity to deepen their musical knowledge, understanding and skills through the study of musical interpretation as a critical and creative process. The course is designed for highly capable and motivated musicians who wish to pursue advanced study in a specialised area of music.

Students extend their understanding of Music context and Music language through the study of Interpretative Practices and a Major Work in one area of specialisation: Performance, Composition or Musicology. Through these studies, students investigate how musical meaning is shaped

by cultural, historical and stylistic influences and how musical works may be interpreted, reinterpreted and recontextualised over time.

The course fosters autonomy, critical thinking, creativity and artistic excellence, preparing students for further study and careers in music and related fields.

Course Structure

The Year 12 Music Extension course comprises two focus areas:

Interpretative Practices

Students investigate how performers, composers and musicologists make interpretative decisions when engaging with music. Through the study of significant repertoire, composers, styles and musical sources, students develop a sophisticated understanding of musical intent and effect.

Major Work

Students undertake an extensive and independent project in one of the following specialisations:

- Performance
- Composition
- Musicology

The Major Work allows students to demonstrate advanced musical understanding, creativity, technical skill and artistic insight within their chosen area of specialisation.

Particular Course Requirements

Students complete a Major Work Journal that documents and reflects upon their engagement with musical processes and materials throughout the development of their Major Work. The journal may include written, audio, visual and video evidence and should demonstrate the student's creative and critical thinking, decision-making processes, reflections and responses to feedback.

Students specialising in:

- Performance will document repertoire selection, interpretative decisions and rehearsal processes.

- Composition will document creative intentions, influences, research and compositional development.
- Musicology will document the development of a research question, research findings and critical reflections.

Students undertaking Music as an elective from Years 9–12 are required to attend a range of public concerts, workshops and enrichment activities held in and around Armidale. Annual events such as NECOM Music Days, Musica Viva performances and visiting artist workshops provide valuable opportunities for students to experience high-quality music-making and engage with professional musicians. These experiences support the development of the advanced listening, analytical and performance skills required for Music Extension.

Students undertaking Music Extension are strongly encouraged to continue private instrumental or vocal tuition throughout Year 12 to support the high level of technical and musical development expected in the course.

Music Technology

Students undertaking Music Extension utilise a wide range of music technologies to support research, performance, composition and musicological investigation. Industry-standard notation, sequencing, recording and audio-editing software are used to facilitate the development and presentation of Major Works.

Students have access to MIDI keyboards, digital recording equipment and professional-standard audio engineering facilities to support the creation, refinement and documentation of their work. The effective use of technology enables students to engage with contemporary musical practices and prepare for further study in music and related creative industries.



HSC Subjects

Physics

Contact Person: Mr Stephen Thompson
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Course Description

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. Physics has a heavy mathematical requirement and is best suited to students attempting Advanced Mathematics or above.

The Year 11 Course focuses on Kinematics, Dynamics, Waves and Thermodynamics as well as Electricity and Magnetism.

The Year 12 Course builds on the knowledge developed through the Year 11 Course and takes students through Advanced Mechanics, Electromagnetism, The Nature of Light as well as From the Universe to the Atom.

Students are required to complete 15 hours of depth study in both Year 11 and Year 12 Courses. This is to allow the further development of one or more concepts found within or inspired by the syllabus.

Main Topics

Year 11 Course

- Kinematics
- Dynamics
- Waves
- Waves and Thermodynamics
- Electricity and Magnetism

Year 12 Course

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

Particular Course Requirements

Students will complete a minimum of 70 indicative hours of practical experiences across Year 11 and Year 12 Course time with no less than 35 hours in the Year 12 Course. More information about the Physics syllabus is available on the NESA website.

HSC Subjects

Primary Industries - VET

AHC 20122 Certificate II Agriculture (Primary Industries)

Contact Person: Ms Janet Price
jprice@as.edu.au

Course Description

This course is for students who wish to work in, or gains skills related to the agricultural or horticultural industries. The course is based on Units of Competency which have been developed by those industries.

Students who choose to have this course credited towards an ATAR must sit for the optional HSC exam.

Main Topics

The NESA requires that the 5 core Units of Competency are mandatory units to be studied. These are: chemicals, safety, sustainability, weather, working in the industry.

In addition a livestock health and welfare unit is also mandatory for the HSC. Elective Units of Competency leading to a general Agriculture qualification will be chosen based around the school's strength in livestock production. These electives include: install maintain and repair fencing, handle livestock, prepare livestock for competition, identify and draft livestock, assist agricultural crop harvesting, establish pasture and crops for livestock production.

Particular Course Requirements

Work placement - students must complete a minimum of 70 hours work placement. An annual cost of approximately \$150 to cover consumables will be applicable. Additional costs may be incurred in the case of excess breakages or special projects.

Competency Based Assessment

A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent in each unit of competency. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. When a student achieves a Unit of Competency it is signed off by the assessor. The number of competencies achieved determines the vocational qualification that a student will receive.

External Assessment - HSC Examination

The HSC examination for Primary Industries will involve a written examination consisting of multiple-choice items, short answer questions and extended response items. The questions in the examination will be drawn from the Units of Competency and the HSC Requirements and Advice from the Primary Industries (240 hours) course.

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 AQF qualifications.

Qualifications

Having achieved appropriate Units of Competency and other course requirements, students will be eligible to receive unit credit towards their HSC and the Certificate II in Agriculture Qualification, AHC20122.



Science Extension - Year 12 only

Contact Person: Mr Stephen Thompson
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Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported 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.

Main Topics

Year 12 Course

The Year 12 course consists of four modules:

- Module 1 The Foundations of Scientific Thinking
- Module 2 The Scientific Research Proposal
- Module 3 The Data, Evidence and Decisions
- Module 4 The Scientific Research Report

Course Requirements

Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific

Sport, Lifestyle & Recreation Year 11 Only (1 Unit)

Contact Person: Mr Joshua Moloney
jmoloney1@as.edu.au

Course Description

This practical course focuses on three key areas: Coaching, Outdoor Education, and Fitness, giving students the opportunity to develop leadership, teamwork, and personal wellbeing skills. Students learn how to plan and lead coaching sessions, build resilience and problem-solving skills through outdoor experiences, and design their own fitness programs to support lifelong health.

Through a mix of hands-on activities and applied learning, the course builds confidence, independence, and communication skills while promoting an active lifestyle. It also supports future pathways in sport, fitness, outdoor recreation, and education, while equipping students with valuable life skills applicable beyond school.

HSC Subjects

Society and Culture

Contact Person: Mr David Toakley
dtoakley@as.edu.au

Course Description

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project.

What students learn

Preliminary Course

- 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.

Year 12 Course Core

- Social and Cultural Continuity and Change: The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study
- The Personal Interest Project (PIP): An individual research project.

Depth Studies

TWO to be chosen from:

- Popular Culture: The interconnection between popular culture, society and the individual
- Belief Systems and Ideologies: The relationship of belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion: The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity: The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.

Course Requirements

Completion of the Personal Interest Project.

Software Engineering

Contact Person: Mr David Slade
dslade@as.edu.au

Course Description

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

The course enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Main Topics

Year 11 Course

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

- Programming Fundamentals
- The Object-Oriented Paradigm
- Programming Mechatronics

Year 12 Course

- The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills. Social and ethical issues
- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

Particular Course Requirements

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries. We also participate in the National Computer Science School challenge, an online python programming challenge organised by The University of Sydney.

HSC Subjects

Textiles and Design

Contact Person: Mr David Slade
dslade@as.edu.au

Course Description

The Textiles and Design course reflects the important role that textiles play in society. Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of necessary functions in the textiles industry and other industries.

Students develop an understanding of textiles in industry, small business and in leisure activities. The course has an emphasis on project work and students emulate this through the designing, planning and manufacturing of a Major Textiles Project based on one of the following focus areas: Apparel, furnishings, costume, textile arts, non-apparel.

Technological and practical skills are developed and enhanced through the use of textile-related technologies, including those that are computer-based. The concept of design elements and principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles.

Main topics

Design, Properties and Performance of Textiles, Australian Textile, Clothing, Footwear and Allied Industries.

This course investigates textiles in society and promotes a greater understanding of the significance of different cultures and their specific use of textile materials.

Through the area of study relating to the Australian Textile, Clothing, Footwear and Allied Industries, the course offers students the opportunity to explore advances in technology, current issues facing the industry and employment opportunities.

Particular Course Requirements

In the Year 11 Course, students will be hands-on with textiles and techniques.

In the Year 12 Course, a major textiles project and supporting documentation will need to be completed. A consumables cost of approximately \$20 per semester will apply. Students will need to purchase other materials depending on their project choice.

Visual Arts

Contact Person: Ms Clare O'Sullivan
cosullivan@as.edu.au

Course Description

Visual Arts is suitable for any student who has a passion for Art or a talent in Art, and feels the need to explore the possibilities in this space.

Visual Arts involves students in the practice of artmaking, art criticism, and art history. Students develop their own artworks culminating in a Body of Work in Year 12. The Body of Work is the product of self directed Art making which gives the individual student autonomy and freedom of expression.

Theoretical investigations encourage students to explore artists and art works from Australia and other countries, cultures, traditions and times. By researching the function and contribution of art critics and art historians, students develop a deeper understanding of the art world. Theoretical studies are an essential component to the students' own artmaking as they provide a structure that informs and guides the creative process.

The Year 11 Visual Arts course is broad, providing students with opportunities to explore a wide range of artmaking possibilities. Students will engage with the richness of the art world, both locally and further afield, taking part in gallery visits, competitions, artist's presentations and excursions.

Main Topics

Year 11 and Year 12 Course

Artmaking

- Techniques and processes using different mediums and art forms.
- Development of an idea to create an art work.
- Keeping a Visual Arts Process Diary

Art Critical and Historical Studies

The Conceptual Framework - the role and function of the artist, artworks, the world and the audience.

- The Interpretative Frames - the different ways artworks can be understood.
- How Art History and Critical Studies informs the choices a student makes

Year 11 Visual Arts Course

- Artworks in at least two different expressive forms such as painting, drawing, ceramics, 3-D, 4-D and sculpture etc.
- A Visual Arts Diary that shows the progression of ideas.
- Case studies in Art History and Art Criticism.
- 3 Assessment Tasks

Year 12 Visual Arts Course

- Development of a Body of Work that will be their final practical artwork.
- Case studies in Art Criticism and Art History.
- A Visual Arts Diary that records inspiration, ideas and Body of Work evolution.
- 4 Assessment Tasks

School Based Apprenticeships & Traineeships (SBAT) Program

Apprenticeships and traineeships allow senior secondary school students to commence an apprenticeship or complete a traineeship while at school. It is an alternative program of study leading to an HSC credential but usually not an ATAR (Australian Tertiary Admission Rank). It has the advantage of assisting students in gaining vocational qualifications that may assist in their transition from school to the workplace.

There are many different careers that can be started as a school-based apprentice or trainee. At The Armidale School you can commence your formal training for Construction, Hospitality and Agricultural vocations. There are also opportunities in areas such as Automotive and Retail through our partnerships with TAFE New England or other Registered Training Organisations (RTOs).

A typical pattern of study in which a student undertakes a two year HSC program as an apprentice or trainee will result in them gaining a trade qualification within five years of commencement as well as their HSC qualification.

School-based apprentices or trainees are required to study the vocational framework course endorsed by the NESA and State Training Services (STS) at the time commencement. Depending upon the framework, they are required to complete approximately 130 days of paid employment during Years 11 and 12. The relevant state award applies.

Program of Study

In addition to their chosen VET course that is the basis for their SBT or SBA students negotiate a pattern of study from the complement of the subjects offered at school. This includes the opportunity to undertake the NESA course Industry-based Learning (IBL). It is a course which allows them to credit 4 units of work placement towards their HSC, during their two years of study. Typically 2 units in each year. Students are required to maintain a diary and logbook as part of this course and are assisted by the Careers Advisor and SBAT staff under the guidance of our VET Coordinator.

A common pattern of study for students in the TAS SBAT Program

A variation to this can be negotiated with the VET Coordinator and Director of Teaching and Learning.

Year 11 Year 11 Course		Year 12 Year 12 Course	
English	2 units	English	2 units
Maths	2 units	Maths	2 units
Industry Based Learning	2 units	Industry Based Learning	2 units
SBAT VET Course	2 units	SBAT VET Course	2 units
Elective	2 units	Elective	2 units
Elective	2 units		
Total Units	12	Total Units	10

The TAS SBAT Program is designed to encourage students to complete their HSC whilst also preparing for their transition to the workplace. They will also have gained valuable vocational skills and additional qualifications directly related to their career aspirations. They will have a work history and will have engaged in paid employment during their HSC.

They will also have a structured program of study with trained vocational teachers who are experts in their field. We expect students to be more motivated by the practical nature of the course and the need to satisfy employer requirements of conduct and application.

For further information about the program, it is recommended that parents arrange an interview with Ms Dobson, Careers Advisor and VET Compliance Officer.

Contact Information

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