

Senior Years Program

Class 11/12

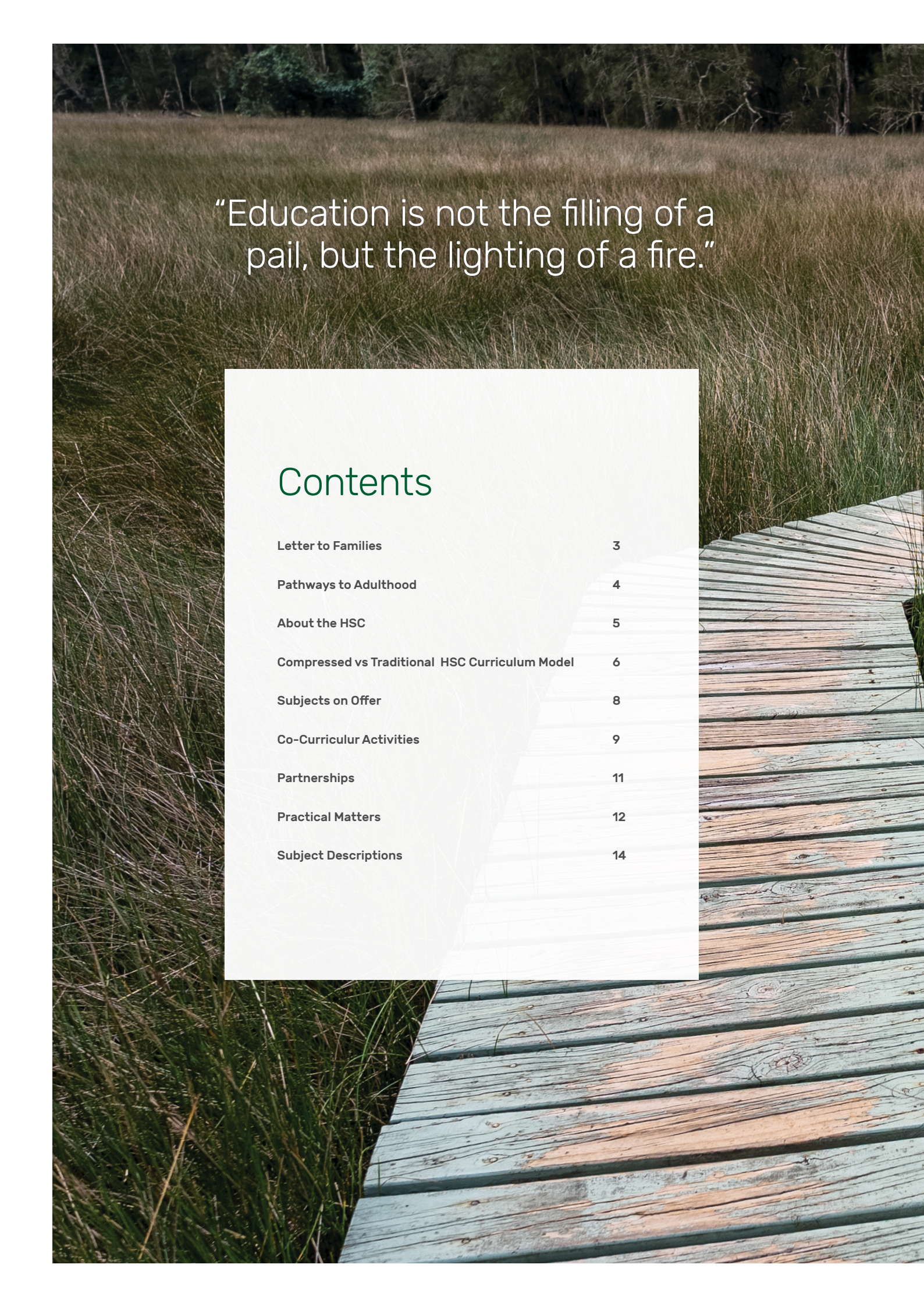


The Armidale
Waldorf School
and Boongaial Preschool
FOR RUDOLF STEINER EDUCATION



Artwork by Sarah Gardiner 2025

Summarised Overview of the Armidale Waldorf School
Senior Years (Class 11/12) Program



“Education is not the filling of a
pail, but the lighting of a fire.”

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Letter to Families

Dear students, caregivers and parents,

We are aware that many children and their families begin to consider options for the final years of schooling early on in their high school journey, and would appreciate being informed of the offering here at The Armidale Waldorf School in advance.

The move to add Year 11 and 12 to our educational offering has been drawn directly from feedback from our school community. Our inaugural class goes from strength to strength, enjoying inspired teaching, individualised support and an innovative curriculum. The Senior School has an outward-facing program with close partnerships with PLC Armidale, through which alternative subjects can be taken, and the University of New England, through our Visiting Academics Program and Pathways Enabling Course.

The Armidale Waldorf School strives to plant the seeds for a lifelong love of learning. As a high school faculty, we prepare the students through a clear and consistent approach borne out of regard for the culture and intent of our school, care for our student's individuality, and respect for the opportunities and demands of the NSW Education Standards Authority and the HSC process. We seek to empower the students in our care with a passion to explore and a willingness to take educational risks.

The journey through the Senior Years Program will be full of hard work, struggle, discovery and joy for your child. Ultimately, the school is dedicated to making it a journey that sets them up for a positive and informed future. We invite you to consider the Senior Years program for your child, with the knowledge that we are delivering an education that meets their learning goals and needs, and also provides them with the safe and supportive environment that allows them to develop to their full potential as an individual.

If you would like to discuss the Senior Years program and if it is the right choice for you, please do not hesitate to reach out.

Warm Regards,

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Pathways to Adulthood

Our approach to teaching is borne out of regard for the culture and intent of our Steiner school, with deep respect for each student's individuality and a clear understanding of the opportunities and demands of the NSW Education Standards Authority and the HSC.

Students have a choice in learning pathways, including completing the Higher School Certificate (HSC), school-based apprenticeships (SBAT), the alternative entry UNE Pathways Enabling Course (PEC) and a tailored program that offers personal development, and life/work preparation.

Higher School Certificate

The HSC courses offer interesting, complex material that is highly engaging, delivered at TAWS using Steiner teaching practices. Students continue their journey of learning about themselves and the world through rich academic experiences. The process of meeting deadlines and preparing for the challenge of the HSC exams also provides an opportunity for students to practice time management, organisation skills and performance under (some) pressure, all skills needed for adult life, providing new focus to the final years of their education.

School-Based Apprenticeships

School Based Apprenticeships and Traineeships (SBAT) provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their Higher School Certificate (HSC). SBATs are available in a large range of industries from Aeroskills, Agriculture, Beekeeping, Carpentry, Early Childhood, Engineering, Health, Fashion, Plumbing, Retail and Transport and Logistics.

Note: This information booklet will largely focus on the Higher School Certificate (HSC), including subject selection and curriculum delivery.

Please contact the Senior Years Coordinator for more information on other pathways.

UNE Pathways Enabling Course

The Pathways Enabling Program (PEC) is an alternative entry program to the University of New England which involves independent online learning during school hours. The PEC is available to students in the Senior Program, based on consultation with the school.

Wellbeing and Guidance

No matter which path a student takes, they will experience the warmth and support of our school faculty and community along their whole Senior journey. Prior to enrolment in the Senior Years program, each student, with their family, meets with the Senior Years Coordinator to discuss their interests, needs and dreams. This will ensure the program is aligned to the students' aspirations and each student is supported to reach their full potential as an individual.

Links to Community

Our curriculum is academically rigorous with a strong focus on real-world application. Through partnerships with other Steiner schools, PLC Armidale, UNE and local businesses, students have opportunities to grow their community personally and professionally. These partnerships also open opportunities for real-world application of lessons, such as our UNE Visiting Academics Program. This outward-facing approach creates a learning environment that inspires and prepares students for an engaged and purposeful life.

About the HSC

“Our highest endeavour must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives”.

Rudolf Steiner

The Higher School Certificate recognises thirteen years of schooling. It is the highest educational award you can gain in New South Wales schools. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

The HSC offers a pathway to university, but also prepares students more fully for an informed life and career, in particular in terms of the development of critical thinking, problem solving, teamwork, diligence and strategies for managing their time.

The HSC will fairly assess each student’s knowledge and skills. For each course you will receive easy-to-understand reports which contain significant information. These reports provide clear indications of what a student has demonstrated that they know, understand and can do in each course. The HSC includes Life Skills courses for students with special education needs. Life Skills students are not eligible for an ATAR.

Who Administers the HSC?

New South Wales Educational Standards Authority (NESA) is responsible for:

- developing the Preliminary and HSC courses;
- organising the HSC exams and overseeing assessments;
- calculating HSC marks;
- issuing the Higher School Certificates and Record of Achievement to students;
- advising schools and employers on HSC matters.

What are units?

All courses offered for the Higher School Certificate have a unit value. While some courses are one or three units, most courses are two units. All subjects offered by TAWS are two units, unless a student undertakes an extension subject through distance learning. One unit involves class time of approximately two hours per week (60 hours per year in the traditional model). In the HSC each unit has a value of 50 marks. Hence, a two-unit course has a value of 100 marks in the HSC.

Expected Challenges

There are many challenges that students will face as they move from Year 10 into the Senior Years Program, some being:

- a significant increase in the amount of work they will be required to complete;
- greater complexity of the content they must learn
- the assumption that since they have chosen to stay at the school for their final years, that this commitment will be reflected in their attitude towards their studies.

Compressed vs Traditional HSC Curriculum Model

The HSC is made up of two basic phases - the Preliminary Course and the HSC Course.

There are two possible models for the delivery of the preliminary and HSC courses available to us at the school: the traditional model and the compressed model of curriculum delivery.

Traditional HSC Model

The traditional model involves the student studying six subjects across two years, completing the Preliminary Course in Year 11 and the HSC course in Year 12.

Year 11					Year 12				
	Preliminary Course	Preliminary Exam	HSC Course	HSC Exam		Preliminary Course	Preliminary Exam	HSC Course	HSC Exam
Subject 1					Subject 1				
Subject 2					Subject 2				
Subject 3					Subject 3				
Subject 4					Subject 4				
Subject 5					Subject 5				
Subject 6					Subject 6				

Year 11 Preliminary Course

- 6 subjects (12-14 units)
- 6 Preliminary Exams

Year 12 HSC Course

- 5-6 subjects (10 -12 units)
- HSC exams for 5-6 subjects

Compressed Curriculum Model

The Armidale Waldorf School runs the Compressed Curriculum model in our Senior Years program.

This model allows completion of three Stage 6 Preliminary and HSC courses (including an HSC examination for each one) in approximately one calendar year. Instead of studying six subjects across two years, students study three subjects to completion one year, and three subjects the next.

In the compressed curriculum model each subject has twice the amount of time allocated to it per week, allowing the courses (Preliminary and HSC) to be delivered in the equivalent of one academic year.

Our school offers set subjects based on student consultation, due to our small size and our commitment to providing education delivered with excellence.

Year 11					Year 12				
	Preliminary Course	Preliminary Exam	HSC Course	HSC Exam		Preliminary Course	Preliminary Exam	HSC Course	HSC Exam
Subject 1					Subject 1				
Subject 2					Subject 2				
Subject 3					Subject 3				
Subject 4					Subject 4				
Subject 5					Subject 5				
Subject 6					Subject 6				

Year 11

- 3 subjects (Preliminary course) over 15 weeks
- 3 subjects (HSC course) over 20 weeks
- Preliminary and HSC exams for these 3 subjects

Year 12

- 3 subjects (Preliminary Course) over 15 weeks
- 3 subjects (HSC Course) over 20 weeks
- Preliminary and HSC exams for these 3 subjects

Why choose the Compressed Curriculum?

The school has chosen the Compressed Curriculum model for both philosophical and practical reasons. Students working with three subjects can **consider them more deeply, and it matches the main lesson model of immersion and focussed work**. By moving through the Preliminary and then HSC modes of the subject in one year, they can also more easily 'hold the threads' of the subject. Research data across a range of different schools using a condensed curriculum model points suggests a positive impact on student engagement and learning. In terms of good school functioning, the model is also more practical for a small school, as it requires fewer staff and ensures that the appropriate specialist teacher is available to teach the subject offered.

Subjects On Offer

Students undertake six subjects over two years; English and five other options.

Subject Selection Process

The school asks all Class 10 students (and their parents/carers) to provide feedback on which five subjects would suit their interests and needs best. The school then takes these preferences into account, reflects on the expertise of available teachers and makes a decision on which set of subjects will be offered. This final subject list for each two-year course is communicated in early Term Two, prior to confirmation of enrolment. Subject course descriptions are included at the end of this document.

Alternative Subject Selection

Students may undertake an alternative subject at PLC Armidale or by Distance Education if they have a particular subject they would like to study that is not offered by TAWS, such as Hospitality, Music, Drama, Languages and Advanced Mathematics/Advanced English. Students undertaking a course at PLC will attend classes there twice a week during school hours. Both boys and girls can attend PLC under this program.

The additional cost will be carried by TAWS – it is not added to your fees.

Students may undertake a **school-based apprenticeship**, which can contribute as a subject in their Higher School Certificate.

2024–2027 Subjects

These subjects have been decided in collaboration with confirmed 2024–2027 student cohorts.

Term 4 2024 – Term 3 2025

- Mathematics
- Ancient History
- Earth and Environmental Science

Term 4 2025 – Term 3 2026

- English (Mandatory)
- Business Studies
- Society and Culture

Term 4 2026 – Term 3 2027

- Biology
- Ancient History
- Visual Arts

Full Subject Offering

Full list of subjects delivered at TAWS (excl. alternative subject selection). Relevant for Term 4 2027 & beyond. Other subjects may be available on request.

- Ancient History
- Biology
- Business Studies
- Earth and Environmental Science
- English (Mandatory)
- Mathematics
- Modern History
- Personal Development Health and Physical Education
- Physics
- Society and Culture
- Studies in Religion
- Visual Arts

Co-curricular Activities

The high school seeks to continue the ethos and care offered in junior years into the senior years. The co-curricular program ensures that students are offered opportunities for joy, personal development, connection and flourishing as well as academic enrichment. It remains vital to continue the impulse of Steiner education as much as possible, within the constraints of the rigorous HSC program.

Steiner Curriculum

While much of the week is taken up with covering Preliminary and HSC topics, there is also time every week for students to 'breathe out'. The weekly 1.5 hour Guardian lesson offers teaching opportunities from Steiner pedagogy that cannot be met in HSC lesson time. Students will connect, reflect, learn wellbeing and study skills, exercise, explore philosophy, engage in leadership and community initiatives, and create art connected to their HSC subjects.

Camps

Camps are at the heart of Steiner education and remain so for the Senior Years. Students attend two camps each year, taking the classroom with them. The retreats are held at school/group-oriented locations, with accommodation and a classroom area to support formal learning as needed. At least one camp will be held on the NSW coast to take advantage of the freedom, challenge and release that the ocean landscape offers.

Camp One in Term One and has a focus on developing general skills to assist them with the year ahead, including time management, maintaining balance in body and mind as a daily practice, finding calm and perspective when overwhelm sets in, working together and independently, and creating personal goals connected to study and self. Students will also cover some course content. Camp Two will be held in Term Three and will be centred around intensive learning in preparation for their exams and to finish major projects. The schedule each day offers a balance between study and physical activity, sustained effort and fun, to assist them to achieve their goals while also taking good care of themselves.

Overseas Study Tour

An optional study tour runs every second year. It is open to all students enrolled in the Senior Years program. This tour is designed to support the studies of students from that sequence, so destinations will change as needed. For example, in 2026 students are travelling to Italy and Greece to enrich their learning in Ancient History, Society and Culture and Visual Arts. The cost of the tour is in addition to school fees.

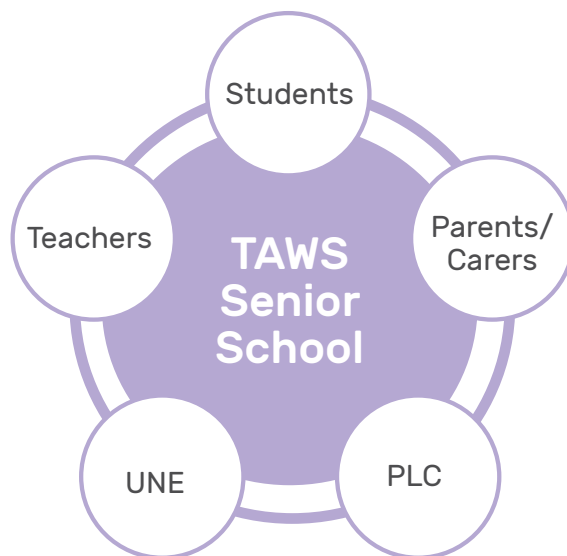


Partnerships

Community partnerships form an integral part of the Senior Years Program. Students, teachers and parents/carers work together to ensure that our young people complete their high school education feeling empowered, inspired, prepared and proud.

PLC Armidale

Students may attend PLC to undertake a subject not offered by TAWS. This reciprocal agreement with PLC Armidale marks a deep interest in sharing expertise between schools in Armidale. Please speak to the coordinator to discuss this option for your child.



The University of New England (UNE)

Visiting Academics Program

The school has formed a partnership with the University of New England (UNE) to develop a Visiting Academics Program. While TAWS teachers continue to teach all curriculum content and outcomes, UNE visiting academics bring the latest developments in research and human understanding to our students in their particular subject area, through the lens of their lived experience and personal passions.

UNE lecturers are booked into relevant classes to offer 'real time, real world' perspectives on the topic being studied, offering TAWS students insights into how their school studies may be extended and applied in each topic area. These visiting speakers bring their stories, excitement for their subject and practical activities to these one-to-two-hour sessions.

This partnership with UNE aligns closely with our whole school approach, which aims to offer students a sense of the use, interest and joy in the subject at hand, so that the culmination of their education at TAWS will be 'more than the HSC'. The visits from UNE academics in these final years offers another view into the adult world before them, and the pleasure and satisfaction that commitment and excellence brings both within their own studies and in their personal/professional lives, no matter what career or path they choose.

The Pathways Enabling Program

An alternative entry program to the University of New England, is also available to students in the Senior Program, based on consultation with the school. It involves undertaking online university preparatory units through UNE over the course of two years, alongside school subjects. Successful completion yields an ATAR equivalent of 77.1.



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Practical Matters

Academic Year

In the Condensed Curriculum model, students start the Preliminary course in **Week 6 of Term 4 of Year 10**. In the traditional model, students commence Year 11 at the start of the school calendar year.

Exam Preparation

TAWS offers teacher-lead study-support classes for students prior to sitting HSC exams at the end of each year, rather than students doing this at home as per the traditional model. Second Year students will have the option of studying from home during the exam period, or receive full-time support with their peers.

Senior Years Room

The Senior Years classroom is in the large room under the library, within the high school hub. It has a teaching space, plus a generous student kitchen, lounge area, and direct access to outdoor spaces and dam.

ICT

In Senior Years, students gain technological independence by bringing their own laptop to class. This enables a smooth transition between learning at school and home. Please see our **Bring Your Own Device (BYOD)** policy for further information.

Teachers use **Google Classroom** to post lesson content for each day, to assist students who have been absent to keep up with the program. The school also subscribes to **Atomi**, a subject-specific AI revision tool, and **MathsSpace**, for individualised Maths practice and revision.

Assessment

Students are required to complete a number of Assessment Tasks during their Preliminary and HSC courses. Assessment marks for each of the HSC courses studied will be submitted to NESA. These marks will be based only on the tasks undertaken during the HSC course. For the Preliminary Course, formal and informal Assessment Tasks will be used to measure student achievement, and this will be reported as an A – E grade. A grade for each subject will be reported on a student's school report and on the Record of Student Achievement (RoSA) for students who finish school before completing Year 12.

Assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. These may include tests, written or oral assignments, practical activities, fieldwork and projects.

Teachers will inform students in writing of the types of assessment tasks, the importance of the tasks in comparison with others, the mark value of each task, when the tasks will be given, and their due date. Students will receive a booklet at the beginning of each course with an outline of what happens when so that they can plan and prepare. School based assessment tasks will contribute to 50% of a student's HSC mark. The other 50% will come from the HSC examination.

All My Own Work

As part of their studies towards the end of Year 10 students will need to complete the All My Own work units from NESA. HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

Australian Tertiary Assessment Rank (ATAR)

The ATAR is a number (not a mark) that indicates a student's position in relation to their Year 7 cohort. It is available to any student who has completed An ATAR of 80.00, for example, indicates that students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. It is used to allocate university placements, although it is important to note that it is no longer the only point of entry to university available to students.

RoSA

Students leaving the School prior to completing the HSC Course will receive a Record of School Achievement (RoSA).

Subject Descriptions

Ancient History

The Preliminary course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The HSC course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

Preliminary course

- Investigating Ancient History: Student explore how ancient history is 'done', through the case study of The Treatment and Display of Human Remains.
- Features of Ancient Societies: Students study at least two ancient societies, such as Ancient Rome and its Games, Women in Ancient Greece and Rome, and the Persian city of Persepolis, but these may change according to student interest.

HSC course

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- One 'Ancient Societies' topic: such as Sparta to 371BC
- One 'Personalities in their Times' topic: such as Xerxes of Persia
- One 'Historical Periods' topic: The Greek World 500–440BC

Biology

The Preliminary course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity. The HSC course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Preliminary course

- Module 1 Cells as the Basis of Life
- Module 2 Organisation of Living Things
- Module 3 Biological Diversity
- Module 4 Ecosystem Dynamics

HSC course

- Module 5 Heredity
- Module 6 Genetic Change
- Module 7 Infectious Disease
- Module 8 Non-infectious Disease and Disorders

Business Studies

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society. Students will have the opportunity to set up a small business of their own during the program.

Preliminary course

- Nature of business: The role and nature of business
- Business management: The nature and responsibilities of management
- Business planning: Establishing and planning a small to medium enterprise

HSC course

- Operations: Strategies for effective operations management
- Marketing: Development and implementation of successful marketing strategies
- Finance: Financial information in the planning and management of business
- Human resources: Human resource management and business performance

Earth and Environmental Science

The Preliminary course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth's resources and its surface. The HSC course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

Preliminary course

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

HSC course

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

English (Mandatory)

Through the study of English in Stage 6 students continue to develop their capacity to understand and use the English language for a variety of purposes and in various textual forms. Students engage with and explore a variety of texts that include widely acknowledged quality literature of past and contemporary societies. Through their responding and composing of both critical and creative texts, students develop an understanding of themselves and of diverse human experiences and cultures. The study of English in Stage 6 provides students with opportunities to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Modern History

The Preliminary course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The HSC course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.

Preliminary course

- Investigating Modern History
- Students undertake at least ONE option from 'The Nature of Modern History', and at least TWO case studies.
- Historical Investigation
- The Shaping of the Modern World
- At least ONE study from 'The Shaping of the Modern World' is to be undertaken.

Students undertake at least TWO case studies.

- One case study must be from Europe, North America or Australia, AND
- One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Year 12 course

- Core Study: Power and Authority in the Modern World 1919–1946
- One 'National Studies' topic
- One 'Peace and Conflict' topic
- One 'Change in the Modern World' topic

Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.

Personal Development, Health and Physical Education

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the HSC course, students focus on major issues related to Australia's health status. They undertake optional study from a range of choices, including investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

Preliminary course

Core topics

- Better Health for Individuals
- The Body in Motion
- Students select TWO of the following options:
- Composition and Performance
- Fitness Choices
- Outdoor Recreation
- First Aid

HSC course

Core topics

- Health Priorities in Australia
- Factors Affecting Performance
- Students select TWO of the following options:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

Physics

The Preliminary course develops students' knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects. The HSC course provides avenues for students to apply the concepts introduced in the Preliminary course and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.

The Preliminary course consists of four modules:

- Module 1 Kinematics
- Module 2 Dynamics
- Module 3 Waves and Thermodynamics
- Module 4 Electricity and Magnetism

The HSC course consists of four modules:

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

Society & Culture

Society and Culture is the study of our contemporary times. It 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 extended guided research in an area of particular interest to them. They might study another culture, a development within their own culture, or something cross-cultural, such as ideas about history, beauty, gender, religion, war or politics across time or context. They may study an aspect of globalisation, environmental change, the justice system or reconciliation as it relates to a local issue or broader current affairs. Students will be assisted to find a project that deeply interests them so that it becomes a rewarding and enlightening pursuit. The students' research findings are presented for external assessment in a format called the Personal Interest Project (PIP).

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

HSC course

- 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 will be chosen)

- 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.

Studies in Religion

Through this course, students develop their understanding and critical awareness of the influence of belief systems and religious traditions on individuals and within society.

Preliminary course

- **Nature of Religion and Beliefs**

The nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life

- **Two Religious Traditions Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

HSC course

- **Religion and Belief Systems in Australia post-1945**

Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

- **Two Religious Traditions Depth Studies** from Buddhism, Christianity, Hinduism, Islam, Judaism

- Significant people and ideas
- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

Visual Arts

Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.

Preliminary course

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. Preliminary course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.
- While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.

HSC course

HSC course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.



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The Armidale
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We acknowledge that our School stands on the Country of the Anaiwan people. We respect and acknowledge that here, people are surrounded by a sense of belonging, both ancient and contemporary, bestowed on us by one of the world's oldest living continuing cultures. We will share in caring for this Country together with the Anaiwan, Gumbaynggirr, Kamilaroi, and Dhunghutti Nations. We would like to pay respect to the Elders, past and present, of these Nations, and to those who are yet to come.