



Southern Cross

SCHOOL OF DISTANCE EDUCATION

Stage 6 Course Information 2020

Table of Contents

Studying for Stage 6	5
The Higher School Certificate	5
Types of courses	6
Board Developed Courses	6
Board Endorsed Courses.....	6
Vocational Education and Training (VET) Courses.....	6
Life Skills Courses	6
Board Developed Courses and ATAR	6
What are my options?	7
Year 12 with ATAR Program.....	7
Year 12 non-ATAR Program.....	7
Credentials	8
Alternate Study Program	9
What is Pathways?	9
What subject choices do I have?	10
Subjects through Southern Cross School of Distance Education	10
Courses delivered at your local TAFE college or other external provider	10
How do I decide what to do?	11
Where can I get advice?	11
Subject Summary	12
Board Developed Courses	14
Aboriginal Studies	15
Agriculture.....	16
Ancient History.....	17
Biology.....	18
Business Studies	19
Chemistry.....	20
Community and Family Studies	21
Dance	22
Design and Technology	23
Earth and Environmental Science.....	24
Economics	25
Engineering Studies.....	26
English Advanced	27
English Extension 1	28
English Extension II	29
English Standard	30
English Studies	31
Food Technology	32
French Beginners	33
French Continuers	34
Geography.....	35
German Beginners.....	36
German Continuers	37
Indonesian Beginners	38
Indonesian Continuers	39
Industrial Technology: Graphics Technologies.....	40
Industrial Technology: Multimedia Technologies	41
Industrial Technology: Timber Industries	42
Information Processes and Technology.....	43
Italian Beginners	44
Italian Continuers	45
Investigating Science.....	46
Japanese Beginners	47
Japanese Continuers.....	48

Legal Studies	49
Mathematics	50
Mathematics Extension 1	51
Mathematics Standard 1	52
Mathematics Standard 2	53
Modern History	54
Music 1	55
Music 2	56
Personal Development, Health and Physical Education	57
Physics	58
Society and Culture	59
Software Design & Development	60
Spanish Beginners	61
Spanish Continuers	62
Studies of Religion I	63
Studies of Religion II	64
Textiles and Design	65
Visual Arts	66
Vocational Education and Training (VET) Courses 2020	67
VET Welcome!	68
Tell me more about VET	68
Why are VET qualifications important?	69
How does VET assessment occur?	69
So! What is "Competence"?	70
What is Recognition of Prior Learning (RPL)?	70
What is Credit Transfer?	70
What about examinations?	71
What about results and records?	71
What about Work Placement?	71
Vocational Education and Training (VET) Courses 2020	72
Board Endorsed Courses	79
Computing Applications	80
Driver Education	81
Exploring Early Childhood	82
Financial Management (Money Smart)	83
Marine Studies	84
Photography	85
Sport, Lifestyle and Recreation	86
Visual Design	87
Work Studies	88
Board Endorsed Courses - VET	89
Mandatory Requirement from Department of Education	92
Life Ready	93
Entering University, TAFE and the Workforce information	94
Entry to University	95
Entry to TAFE	95
Entry to the Workforce	96
The Australian Qualifications Framework (AQF)	96
Appendix	100
Useful websites	100

Studying for Stage 6

The NSW Educational Standards Authority has organised Stage 6 into the:

- Year 11 Course – previously referred to as Preliminary (Terms 1, 2, 3)
- Year 12 Course – sometimes referred to as HSC (commences Term 4)

All students are required to study Life Ready. The Life Ready course is a Personal Development and Health Education 25 hour mandatory course for all students in years 11 and/or 12. Please refer to page 85.

The Higher School Certificate

- is the culmination of a student's school career
- is the highest educational award that can be achieved at secondary school in New South Wales
- reports student achievement in terms of a **standard** achieved in individual courses
- presents a **profile** of student achievement across a broad range of subjects

Requirements for the HSC

Year 11

- minimum of 12 units
- students must satisfactorily complete the Year 11 course before commencing the corresponding Year 12 course

Year 12

- minimum of 10 units

Both the Year 11 and Year 12 pattern of study must include:

- 2 units of **compulsory English**
- at least **6 units** of Board Developed Courses
- at least **3 courses** of **2 units** value or greater
- at least **4 subjects** (including English)
- a maximum of **6 units** of Science may be included in the Year 11 pattern of study.
- a maximum of **7 units** of Science may be included in the Year 12 pattern of study.

What are units?

- All courses have a unit value
- Most courses are 2 units
- 2 units = 120 hours per year
= 100 marks for the Year 12
- One unit courses are also available in some subjects

Types of courses

Courses are divided into categories:

Board Developed Courses

- Most of these are 2 unit courses and have a Year 12 examination
- These courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR) which is required for university entrance directly after the Year 12
- Your ATAR is calculated using a student's best *ten units* in Board Developed Year 12 courses

Board Endorsed Courses

- These 2 unit courses count towards the Year 12 however there are no Year 12 exams
- These courses do not count towards calculation of your ATAR

Vocational Education and Training (VET) Courses

- VET courses are Board Developed Courses that allow students to gain both Year 12 qualifications and Australian Qualifications Framework (AQF) VET accreditation
- These courses can be studied at school or at TAFE and provide students with a head start towards future employment
- Work placement is a compulsory part of these courses

Life Skills Courses

- The Board has developed Life Skills Courses for students with Special Needs in a number of subjects

Board Developed Courses and ATAR

Category A Courses	Category B Courses
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)	No more than 2 units of Category B courses can be included in the calculation of a student's ATAR
Compulsory HSC Examination for most courses	Optional HSC examination for some courses
	Include VET Curriculum Framework courses and have compulsory work placement.

What are my options?

Year 12 with ATAR Program

- This program is for those students who need an Australian Tertiary Admission Rank (ATAR) for university entry
- Students with a sound record of achievement in years 7-10 are suited to this. Courses are challenging and designed to extend students academically

Satisfactory completion of:

- At least 12 units (i.e. 6 subjects) in Year 11 and 10 units (i.e. 5 subjects) in Year 12
- At least 10 units of Board Developed Courses including 2 units of English
- At least 8 units of category A courses
- Only 2 units of Category B courses

Students must have at least 3 courses of 2 units value or greater and at least 4 subjects.

Year 12 non-ATAR Program

This course is for those students who wish to achieve a Higher School Certificate but do not wish to apply for university entrance after the Year 12.

This pattern of study does NOT prevent students from attending University at a later date as Mature Age Students.

Course requirements

- at least 12 units (i.e. 6 subjects) in Year 11 and 10 units (i.e. 5 subjects) in Year 12
- at least 6 units (i.e. 3 subjects) of Board Developed courses including at least 2 units of English

Students must have at least 3 courses of 2 units value or greater and at least 4 different subjects.

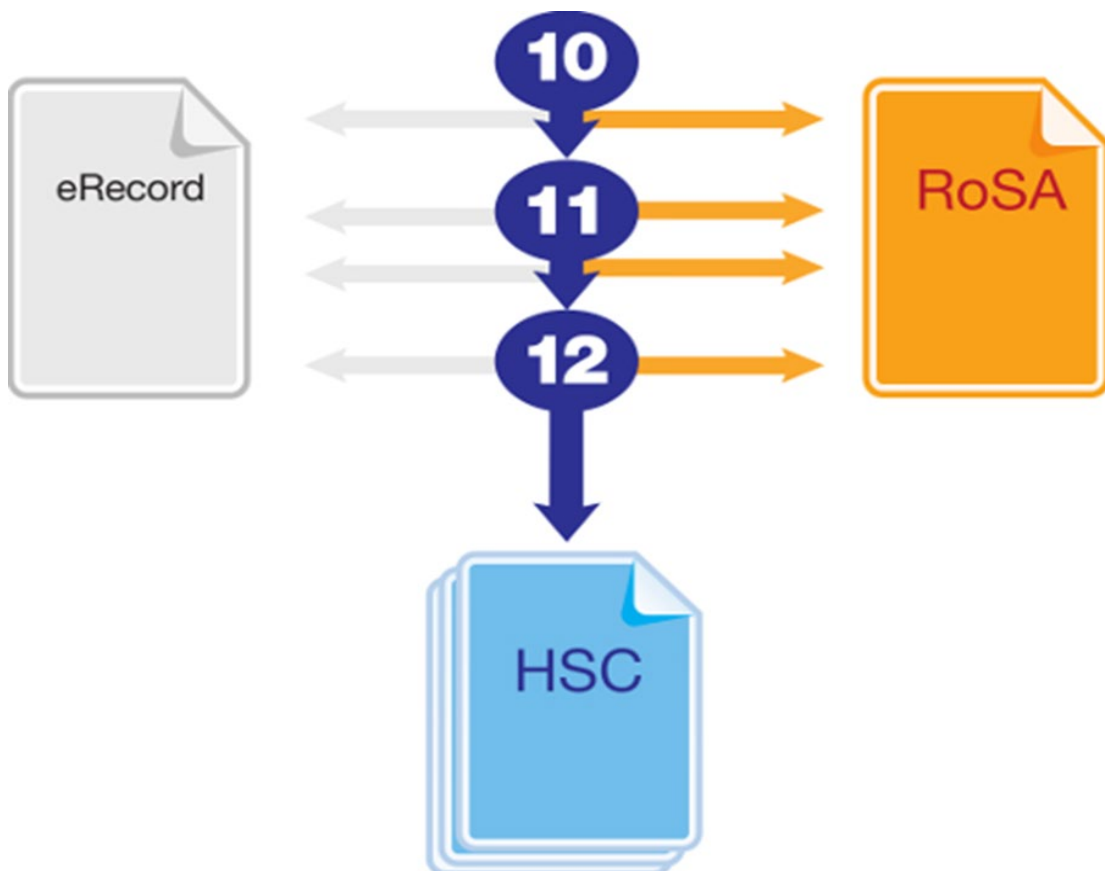
These 2 options can be done over two years or more if choosing
Pathways

Credentials

- Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).
- The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.
- The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, participation in any uncompleted Preliminary Stage 6 courses and HSC results for students who have not completed their HSC
- It is of specific use to students leaving school prior to the HSC.
- Students studying VET subjects may be eligible to receive a Credential – see VET section

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

<https://studentsonline.bostes.nsw.edu.au/go/seniorstudy/>



Alternate Study Program

This program is for students who do not wish to gain a Higher School Certificate, and want to follow a pattern of study aimed at improving their employability skills. Students can choose a combination of courses to suit their needs.

Students who only wish to remain at school until they are 17 are suited to this program.

Alternative Study Program

Example:

2020	2021
EVET Aviation Year 11	EVET Aviation Year 12
Work Studies Year 11	Work Studies Year 12
EVET Business Services Year 11	EVET Business Services Year 12
Sport, Lifestyle and Recreation Year 11	Sport, Lifestyle and Recreation Year 12

What is Pathways?

Students are able to take extra time to complete their Higher School Certificate. This means you will choose and complete fewer subjects each year. They may “accumulate” their studies over a longer period of time by taking up to five years to complete the Year 12 study pattern, and unlimited time to complete their Year 11 pattern.

For example if you were to choose to do your Year 12 over three years your pattern of study might be as follows

ATAR

2020	2021	2022
English Standard Year 11	English Standard Year 12	Ancient History Year 12
Ancient History Year 11	Community & Family Studies Year 11	Community & Family Studies Year 12
Biology Year 11	Biology Year 12	Visual Design Year 11
Life Ready	IT Multimedia Year 11	IT Multimedia Year 12

Non ATAR

2020	2021	2022
EVET Automotive Year 11	EVET Automotive Year 12	Work Studies Year 11
English Studies Year 11	English Studies Year 12	Work Studies Year 12
Marine Studies Year 11	Marine Studies Year 12	Visual Design Year 11
Life Ready	Agriculture Year 11	Agriculture Year 12

What subject choices do I have?

Two subjects are mandatory (English – level chosen is your choice, and Life Ready) and other subjects you can choose to do from a variety of the following providers:

Subjects through Southern Cross School of Distance Education

- English (mandatory) – choose your own level - Advanced English, Standard English, or English Studies
- Life Ready (mandatory)
- A list of the other courses offered at SCSODE can be found in the following pages.

Courses delivered at your local TAFE college or other external provider

- These are called EVET courses. EVET booklets and application forms are included in this pack. Contact Di Lewis, Liz Harbison or Graeme Chapman for further information.



Important notice

At least 8 units (4 subjects) are required for full time students whose parent/guardian receive a Centrelink benefit.

How do I decide what to do?

Course Selection considerations

- Interests/Motivation
- Career goals
- Syllabus requirements - Practical/Major work components
- Subject combinations
- Other commitments

Where can I get advice?

NESA website

http://www.boardofstudies.nsw.edu.au/syllabus_year_12/

Southern Cross School of Distance Education website

www.sthcross-d.schools.nsw.edu.au

Head Teacher Curriculum: 6681 0300

Senior Pathways Advisers: 6681 0300

Subject Summary

Read this list and the booklet. Talk to your teachers and ask lots of questions to find out what is best for you. Call 6681 0300 to contact the teachers below.

<p>English Aboriginal Studies English Advanced English Standard English Studies English Extension Contact: Head Teacher English</p>	<p>History Ancient History Modern History Contact: Head Teacher History</p>
<p>HSIE Business Studies Economics Financial Management Geography Legal Studies Society and Culture Studies of Religion VET Retail Services VET Business Services VET Foundation Skills for Work and Vocational Pathways Work Studies Contact: Head Teacher HSIE</p>	<p>Mathematics Mathematics Standard 1 Mathematics Standard 2 Mathematics Mathematics Extension 1 Computing Applications Information Processes and Technology IT Multimedia Software Design and Development Contact: Head Teacher Mathematics</p>
<p>Science Physics Chemistry Biology Earth & Environmental Science Investigating Science Marine Studies Agriculture Contact: Head Teacher Science</p>	<p>PDHPE Personal Development, Health, Physical Education Community and Family Studies Sport, Recreation and Lifestyle Studies Driver Education Outdoor Recreation Contact: Head Teacher PDHPE</p>
<p>Languages Chinese Indonesian Italian French German Japanese Spanish Beginners, Continuers and Extension courses (Year 12 only) are available in most languages Contact: Head Teacher Languages</p>	<p>TAS Design and Technology Food Technology Engineering Studies Textiles and Design VET Hospitality Exploring Early Childhood Industrial Technology Timber Contact: Head Teacher TAS</p>
<p>Creative Arts Visual Arts Photography Visual Design Music Dance Contact: Head Teacher CAPA</p>	<p>VET Faculty A variety of VET Board Developed and Board Endorsed courses are delivered at local TAFE colleges e.g. Animal Care, Auto, Baking, Childcare, Construction, Hairdressing, Media, Tourism, Transport Contact: Senior Pathway Adviser</p>
<p>Need to ask other questions? Pathway Options? Patterns of study? Other concerns? Contact: Head Teacher Curriculum Contact: Senior Pathway Adviser Contact: Stage Adviser</p>	<p>All students are required to study Life Ready. The Life Ready course is a Personal Development and Health Education 25 hour mandatory course for all students in years 11 and/or 12. Please refer to page 88.</p>

2020 SCSODE Stage 6 Course List

The blue subjects contribute to an ATAR and have an examination (optional in VET courses)

Board Developed Courses

Aboriginal Studies	Food Technology	Mathematics Standard 1 may achieve an ATAR with a final Yr 12 exam & Standard or Advanced English only
Agriculture	French Beginners	Mathematics Standard 2
Ancient History	French Continuers	Mathematics Advanced
Biology	Geography	Mathematics Extension 1 (1 Unit)
Business Studies	German Beginners	Modern History
Chemistry	German Continuers	Music 1
Community and Family Studies	Indonesian Beginners	Music 2
Dance (special circumstances)	Indonesian Continuers	Personal Development, Health and Physical Education
Design & Technology	Industrial Technology Graphics	Physics
Earth & Environmental Science	Industrial Technology Multimedia	Society and Culture
Economics	Information Processes and Technology	Software Design & Development
Engineering Studies	Italian Beginners	Spanish Beginners
English Studies Students may choose an ATAR stream with Yr 12 final exam	Italian Continuers and Italian Extension (Year 12 only)	Spanish Continuers and Spanish Extension (Year 12 only)
English Standard	Investigating Science	Studies of Religion (1 unit or 2 unit)
English Advanced	Japanese Beginners	Textiles and Design
English Extension 1 (1 unit)	Japanese Continuers	Visual Arts
English Extension 2 (Year 12 only) (1 unit)	Legal Studies	

Board Developed Courses (VET) with mandatory work placement Examination must be taken to contribute to an ATAR

240 hours Business Services with exam (120 hours not available for single course enrolment no exams)	240 hours Retail Services with exam (120 hours not available for single course enrolment no exams)	120 hours Hospitality no exams (not available for single course enrolment)
--	--	--

The yellow subjects count toward a Year 12 HSC, have no external examinations and no ATAR value

Board Endorsed Courses	Computing Applications	Driver Education (full-time students only)
Exploring Early Childhood	Financial Management (full-time student only)	Marine Studies
Photography (Photography, Video and Digital Imaging)	Sport, Lifestyle and Recreation	Work Studies
Visual Design		

Not available for Single Course Enrolment

Board Endorsed Courses (VET)	Skills for Work and Vocational Pathways (FSK)	
-------------------------------------	---	--

Board Developed Courses

Aboriginal Studies

The Year 11 and Year 12 Aboriginal Studies courses are designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples.

Aboriginal history and culture are fundamental to Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society.

Students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Year 11 Aboriginal Studies involves:

- Establishing an historical body of knowledge from pre-contact times to the 1960s as background for the Year 12 course
- Undertaking community consultation and a local community case study

Year 12 Aboriginal Studies involves:

- In-depth knowledge of legislation, policy, legal decisions and current events from the 1960s and the ongoing response to colonialism by Aboriginal and other Indigenous peoples, and
- Undertaking community consultation and a Major Project.

Why choose Aboriginal Studies?

“Aboriginal Studies is a unique experience for both Aboriginal and non Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation... while non-Aboriginal students are able to ‘learn together’ with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of Reconciliation.”

— *Aboriginal Studies Stage 6 Syllabus*



Agriculture

The Year 11 and Year 12 Agriculture courses are designed to allow students to:

- learn about plant and animal production systems
- become aware of farm management techniques
- research the use of technology in farming
- design, perform and analyse experiments relating to plant and animal production

Year 11 Agriculture involves:

- an overview of Agricultural systems and history
- commercial plant and animal production and interactions
- experimental design and research
- a Farm Case Study

Year 12 Agriculture involves:

- plant and animal production systems
- experimental analysis and research
- a Farm Product Study
- an elective study of Agri-food, Fibre and Fuel Technologies

Why choose Agriculture?

- Agriculture is useful in a wide range of jobs such as farming, horticulture, banking and finance, technology, stock and station agency, management and journalism.
- You will learn important skills such as problem solving, critical thinking, and communication as well as those of handling animals and propagating plants



Ancient History

The Year 11 and Year 12 Ancient History courses are designed to allow students to:

- develop and apply their understanding of methods and issues involved in the investigation of the ancient past.
- Investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.
- Apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

The Year 11 Ancient History course is:

- The Nature of Ancient History
 - The treatment and display of human remains
 - The investigation of ancient sites and sources
- Virtual Persepolis
- Exploring Thera
- Historical Investigation – students' own choice
- Societies and Features:
 - Rome: Art and Architecture
 - Egypt: Death and Funerary Customs

The Year 12 Ancient History course is:

- Core Study: Cities of Vesuvius—Pompeii and Herculaneum
- Spartan society to the battle of Leuctra
- Greece 500–440BC

Ancient personality—Xerxes.

You should choose Ancient History if you:

- want to learn about wars, culture, politics and religion from the ancient world
- are interested in archaeology, excavations, forensic science and research
- enjoy the stories of ancient times
- like reading and investigating archaeological and written sources using ICT and books
- want to develop valuable skills for employment or further study, such as researching, arguing, evaluating and communicating your ideas clearly.

See <http://www.sthcrossc-d.schools.nsw.edu.au/curriculum/senior-courses/history>



Biology

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.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Year 11 Biology involves studying:

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

Year 12 Biology involves studying:

- Module 5: Heredity
- Module 6: Genetic change
- Module 7: Infectious disease
- Module 8: Non-infectious disease and disorders



Why choose Biology?

- To develop an appreciation and understanding of the interactions between all living things and the non-living environment.
- To develop an understanding of the science of DNA, inheritance and evolution.
- To gain an understanding of life and the biological systems and interactions that makes its development and continued existence possible.

Business Studies

The Year 11 and Year 12 Business Studies courses are designed to allow students to:

- Investigate the role and nature of business and management in a changing business environment
- Discover the processes of establishing and planning a small to medium enterprise
- Understand how key business functions (operations, marketing, finance and human resources) are coordinated to maximise a competitive advantage in a dynamic global environment

Year 11 Business Studies topics are:

- Nature of Business
- Business Management
- Business Planning

Year 12 Business Studies topics are:

- Operations
- Marketing
- Finance
- Human Resources

Why choose Business Studies?

- Business Studies which contributes to a UAI and a business degree is a popular choice for study at university as it can be combined with other subjects such as law and tourism
- You may want to start your own business one day (plumber, electrician, beautician) and this course will provide essential business skills for success
- To develop skills in problem solving, independent research and communication - important skills for any work environment



Chemistry

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

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 course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Year 11 Chemistry involves:

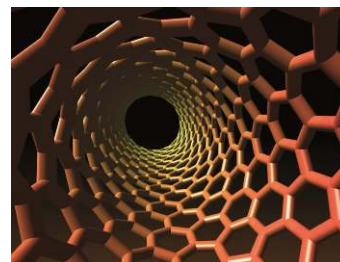
- Module 1: Properties and structure of matter
- Module 2: Introduction to quantitative chemistry
- Module 3: Reactive chemistry
- Module 4: Drivers of reactions

Year 12 Chemistry involves:

- Module 5: Equilibrium and reactions
- Module 6: Acid/base reactions
- Module 7: Organic chemistry
- Module 8: Applying chemical ideas

Why choose Chemistry?

- It helps you understand the natural world
- It helps in career preparation
- It helps you in becoming an informed citizen
- It can even be fun



Community and Family Studies

The Year 11 and Year 12 Community and Family Studies courses are designed to allow students to:

- understand resource management and its role in ensuring individual, group, family and community wellbeing
- understand the contribution positive relationships make to individual, group, family and community wellbeing
- understand the influence of a range of societal factors on individuals and the nature of groups, families and communities
- understand research methodology and skills in researching, analysing and communicating
- develop skills in the application of management processes to meet the needs of individuals, groups, families and communities
- develop skills in critical thinking and the ability to take responsible action to promote wellbeing
- have an appreciation of the diversity and interdependence of individuals, groups, families and communities.

Year 11 Community and Family Studies involves:

- **Resource Management:**
Indicative course time: 20%
- **Individuals and Groups:**
Indicative course time: 40%
- **Families and Communities:**
Indicative course time: 40%

Year 12 Community and Family Studies involves:

- **Research Methodologies:** Indicative course time 25%
- **Groups in Context:** Indicative time 25%
- **Parenting and Caring:** Indicative time 25%
- Select one of the following options: Indicative time 25%
 - Family and societal interactions
 - Social impact of technology
 - Individuals and work

Why choose Community and Family Studies?

- Develop knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living
- provides opportunities for students to explore and form positive attitudes about themselves and others
- to learn to work cooperatively and to appreciate the importance of effective communication.
- Looking for a career in Business Management, Human Resource Management, Teaching, Social Work, Child Care Worker, Nursing, Counselling and Marketing

Dance

The Year 11 and Year 12 Dance courses are designed to allow students to develop knowledge and understanding, skills, values and attitudes about:

- Dance as an art form
- Dance Performance
- Dance Composition
- Dance Appreciation

Year 11 Dance involves:

- Core Performance where students are involved in practical classes working on dance technique as well as the study of safe dance practice, physiology and body maintenance (40% of total course time).
- Core Composition where students study the theories, principles and processes of composition. This will equip them to compose their own dance compositions (20% of total course time).
- Core Appreciation where students will learn the skills of research, analysis, writing and criticism. They learn about the eclectic nature of dance as they study the socio historic context of dance in Australia, on the international dance scene and its impact on the development of dance (20% of total course time).
- Other 20% determined by the teacher

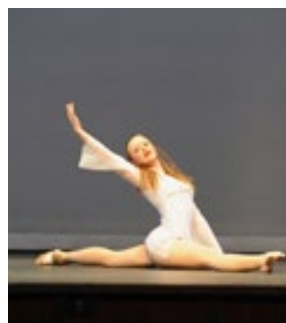
Year 12 Dance involves:

Students also undertaking an in depth study of dance in one of the major study components – Performance, Composition, Appreciation or Dance and Technology.

- Core Performance = 20%
- Core Composition = 20%
- Core Appreciation = 20%
- Major Study = 40%

Why choose Dance?

- The distance education Dance course is designed for those students who are already training in all different styles/genres of Dance. The course enables the students to apply what they are learning in their dance studios and combine it with the above components to develop intellectual dancers.
- The course provides a flexible structure within which students can prepare for further education and training, employment and full and active participation as citizens.



Design and Technology

Course Outline:

Year 11 Course

The Year 11 course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques.

The course involves hands-on practical activities which develop knowledge and skills in designing and producing.

The Year 11 course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

Year 12 Course

The Year 12 course applies the knowledge and understanding of designing and producing from the Year 11 course. It involves the development and realisation of the following:

Major Design Project

The study of the course content is integrated with the development of a Major Design Project, worth 60% of the Year 12 mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity.

The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

A case study of an innovation

The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

The study of innovation and emerging technologies

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project.



Earth and Environmental Science

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

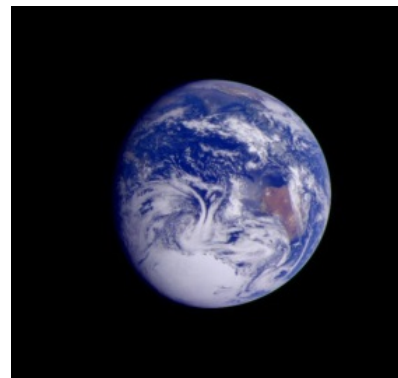
The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

Year 11 Earth and Environmental Science involves:

- Module 1: Earth's resources
- Module 2: Plate tectonics
- Module 3: Energy transformations
- Module 4: Human impacts

Year 12 Earth and Environmental Science involves:

- Module 5: Earth's processes
- Module 6: Hazards
- Module 7: Climate science
- Module 8: Resource management



Why choose Earth and Environmental Science?

- The Earth and Environmental Science course caters for students who are pursuing a career in; geology, mining, agriculture, marine biology, teaching and NPWS.
- Science is everywhere in today's world. It is part of our daily lives, from cooking and gardening, to recycling and comprehending the daily weather report, to reading a map and using a computer. Advances in technology and science are transforming our world at an incredible pace. We can't escape from the significance of science in our world.

Economics

The Year 11 and Year 12 Economics courses are designed to allow students to:

- Understand many aspects of the economy and its operation that are frequently reported in the media
- Investigate issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society
- Develop knowledge and understanding of the operation of the global and Australian economy
- Develop analytical, problem-solving and communication skills.

Year 11 Economics involves:

- Introduction to Economics – how does an economy operate?
- Consumers and Business – what are their roles in the economy?
- Markets – demand, supply and competition
- Labour Markets – the role of labour in the economy
- Financial Markets – including the share market
- Government in the Economy – what is its role?

Year 12 Economics involves:

- The Global Economy – features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

Why choose Economics?

- You are not guaranteed a good-paying job with an economics degree, but your chances are higher!
- Economics knowledge is useful at a personal level.
- Learning about interest rates, exchange rates and economic indicators can help you make better decisions about investing and obtaining mortgages.
- Economics provides an understanding of how the world works.
- It will help you make more informed decisions as both a consumer and as a voter.
- Helps you make better decisions about your personal life and make you more valuable to business.



Engineering Studies

The Year 11 and Year 12 Engineering Studies courses are designed to allow students to:

- Develop 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.

Year 11 Engineering Studies involves the study of four modules:

- Engineering Fundamentals
- Engineered Products
- Braking Systems
- Biomedical Engineering

The modules in the Year 11 course have been designed to progressively develop knowledge, understanding and skills.

Year 12 Engineering Studies involves the study of four modules:

- Civil Structures
- Personal and Public Transport
- Aeronautical Engineering
- Telecommunications Engineering

In the Year 12 course students develop an Engineering report for each of the Civil Structures and Aeronautical Engineering modules.

Why choose Engineering Studies?

Students undertaking Engineering Studies will have the opportunity to follow a number of pathways. These include tertiary study, vocational education and training, and the world of work. For those following a pathway of further study, the insight and experience associated with a study of engineering will be beneficial in their presumed knowledge of the area of study. Students entering the workforce will benefit from understanding what engineers do, as the work of engineers affects us all.



English Advanced

The Year 11 and Year 12 English Advanced courses are designed to allow students to:

- Develop critical thinking skills as you study a range of texts that embody the key ideas of our times.
- Develop their enjoyment of reading, viewing and writing
- Become confident and expert writers of essays and compositions
- Learn the conceptual and skills frames that assist success for university.
- This course prepares the student for university and any future career very effectively.

Year 11 English Advanced involves:

- The study of three modules that explore how texts are connected to contexts. Students also evaluate how texts position readers and how literary techniques are used to shape our opinions
- Students gain the understandings and skills that will prepare them for the Year 12 through this course, which is a mirror of Year 12 Advanced English.
- Year 11 and Advanced English is a prerequisite for students intending to enrol in English Extension courses.

Year 12 English Advanced involves:

- The four modules set for study focus respectively on human experience, context, evaluation and the craft of writing.
- Students are encouraged to develop their own ideas through the writing in essays and compositions about the concepts and texts they study.
- Texts include ones set in the school as well as texts students select themselves.
- Students undertaking Year 12 Advanced English can choose to complete Extension English and will find each course supports the other.

Why choose an English course?

English is central to education and the *only* mandatory course in the Year 12. Choosing the best English course depends on your career path. The highly regarded Advanced English course provides students with the concepts and skills required for university and post-tertiary careers. Advanced English addresses the following:

- 80% Businesses stated that they want their employees to have a broad base in Liberal Arts and Sciences
- 82% emphasised critical thinking
- 80% more emphasis on problem solving and spoken communication
- Problem solving in diverse settings was also highly rated by many businesses.

English Extension 1

The Year 11 and Year 12 English Extension 1 courses are one unit courses designed to allow students to:

- Develop critical thinking skills as they undertake a literary case study such as a genre study or a particular aspect of composition such as gender or a literary period.
- Develop their enjoyment of reading, viewing and confident writing as a part of the study
- Learn the conceptual and skills frames that enable cultural literacy and success at university and in their future professional careers

Year 11 English Extension 1 involves:

- Students read texts, undertake independent research and write and about the topic set for study. For instance, in the past topics have included The Archetypal Quest in literature
- The course provides students with the opportunity to pursue their own areas of interest with independence and develop their expertise as thinkers, readers and writers. Over the course students complete class work, two assessment tasks (essay and composition) and sit for an end of course exam
- Students gain the understandings and skills that will prepare them for the Year 12 through this course, which is a mirror of Year 12 English Advanced.

Year 12 English Extension 1 involves:

- Students study a common module: *Literary Worlds* and one elective module. and are encouraged to develop their own ideas through the writing in essays and compositions about the concepts and texts they study.
- A key focus of the course is how texts relate to culture and values. Students will explore set texts and ones they choose themselves.
- Students undertaking Year 12 English Extension 1 can choose a fourth unit of English, English Extension II.

Why choose an English course?

English is central to education and the *only* mandatory course in the Year 12. Choosing the best English course depends on your career path. The highly regarded English Extension 1 course provides you with the concepts and skills required for university and post-tertiary careers. Advanced English addresses the following:

- 80% Businesses stated that they want their employees to have a broad base in Liberal Arts and Sciences
- 82% emphasised critical thinking
- 80% more emphasis on problem solving and spoken communication
- Problem solving in diverse settings was also highly rated by many businesses.

English Extension II

Students can enrol in the Year 12 *English Extension II* if they are already enrolled in the *English Extension I* and *English Advanced* courses. *English Extension II* is designed to allow students to:

- Develop and complete an independent Major Work Project they designed, researched and drafted themselves.
- Extend the concepts and skills they have learned about in the *English Advanced* and *Extension I* courses.

Year 12 English Extension II involves:

- Exploring an area of personal interest from their study of English and developing their own work to a level of distinction.
- Composing a Major Work in a form appropriate to the purpose and audience. These can include for instance: a short film, short stories, speeches and extended essays.
- Writing a Reflection statement that evaluates the worth of the Major Work
- Over the course students are supported by the teacher to research the concept and form of the Major work, reflect on the process of composition, document progress and draft the work.

Why choose an English course?

English is central to education and the only mandatory course in the Year 12. Choosing the best English course depends on your career path. The highly regarded English Extension II course provides you with the concepts and skills required for university and post-tertiary careers. Advanced English addresses the following:

- 80% Businesses stated that they want their employees to have a broad base in Liberal Arts and Sciences
- 82% emphasised critical thinking
- 80% more emphasis on problem solving and spoken communication
- Problem solving in diverse settings was also highly rated by many businesses.

English Standard

The Year 11 and Year 12 English Standard courses are designed to allow students to:

- Develop thinking and writing skills as they study a range of texts including ones from Australia
- Exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts.
- Develop their enjoyment of reading, viewing and writing.
- Become confident and expert writers of essays and compositions
- Learn the conceptual and skills frames that assist success for university.

Year 11 English Standard involves:

- Students complete an Area of Study and two modules. In each of these, they explore the messages in texts and develop their abilities to compose essays and compositions. Students gain understandings of how language is used by authors to persuade readers to accept their point of view. They adapt their learning to their own work.
- This course prepares students for the Year 12 and is a mirror of Year 12 Standard English.

Year 12 English Standard involves:

- The four modules set for study focus respectively on human experience, texts in society, language in texts and the craft of writing.
- An Area of Study: Discovery, and three modules that focus respectively on:.
- Students are encouraged to develop their own ideas through the writing in essays and compositions about the concepts and texts they study.
- Texts include ones set in the school as well as texts students select themselves.
- Develop the concepts and skills that support university study and success in the future.
-

Why choose an English course?

English is central to education and the only mandatory course in the Year 12. Choosing the best English course depends on your career path. The highly regarded English Standard course provides you with the concepts and skills required for university and post-tertiary careers. Advanced English addresses the following:

- 80% Businesses stated that they want their employees to have a broad base in Liberal Arts and Sciences
- 82% emphasised critical thinking
- 80% more emphasis on problem solving and spoken communication
- Problem solving in diverse settings was also highly rated by many businesses.

English Studies

The Year 11 and Year 12 English Studies courses are designed to allow students to:

- Choose University accreditation by sitting for the Year 12 examination of the Common Module and/ or
- Complete an Year 12 for a diverse range of careers in businesses such as: real estate, hospitality, the police forces and car sales where a university degree is not required.
- Undertake careers that require highly developed speaking and writing skills but which are not literary or focussed on essay writing
- Develop effective communication and literacy skills

Year 11 English Studies involves:

- The study of a mandatory unit Achieving through English: English and the worlds of education, careers and community
- Several electives are also studied. These focus on areas such as media, travel and sport and are tailored to suit your career aspirations, personal circumstances and the communication and literacy skills needed for career choices
- During the Year 11 course you will develop a portfolio of work in a range of media and forms as well as plan, research and present your work. You will also engage with the community in a range of ways including through work experience, listening to speakers and creating surveys.

Year 12 English Studies involves:

- The study of a common unit Texts and Human Experience and three modules.
- During the Year 12 course you will continue to develop your ability and expertise in planning, drafting, editing and presenting your work in a range of forms including electronic texts
- Choosing to sit for an Year 12 exam to attain an Australian Tertiary Admission Ranking (ATAR)

Why choose an English course?

English is central to education and the only mandatory course in the Year 12. Choosing the best English course depends on your career path. For instance, English Studies is an Year 12 course where you can choose to attain ATAR accreditation. Like all English courses, English Studies, provides you with the concepts and skills required in the modern world of work:

- 80% Businesses stated that they want their employees to have a broad base in Liberal Arts and Sciences
- 82% emphasised critical thinking
- 80% more emphasis on problem solving and spoken communication
- Problem solving in diverse settings was also highly rated by many businesses.

Food Technology

The Year 11 and Year 12 Food Technology courses are designed to allow students to study:

- Food availability and selection
- Food quality
- Nutrition
- The Australian Food industry
- Food manufacture
- Food product development
- Contemporary nutrition issues.
- Practical activities are mandatory

Year 11 Food Technology involves:

- Developing knowledge and understanding about food nutrients and diets for optimum nutrition.
- Investigation of the functional properties and sensory characteristics of food.
- Study of the safe preparation, presentation, and storage of food.
- Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

Year 12 Food Technology involves:

- Investigate the sectors, aspects, policies and legislation of the Australian Food Industry in relation to production, processing, preserving, packaging, storage and distribution of food.
- Study food product development and the factors that impact on it such as: reasons, types, steps and marketing.
- Review nutrition incorporating diet and health in Australia and influences on nutritional status.
- Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

Why choose Food Technology?

- If you have an interest in nutrition and health.
- If you have an interest in the food we eat and where it comes from.
- If you are interested in how raw materials become food products.
- If you have an inquiring, curious mind
- As a complement to studying biology or PDHPE



French Beginners

The Year 11 and Year 12 Beginners courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Get an edge on others when looking for work
- Have fun while you learn
- Have conversations with your friends in a whole new language
- Move between cultures and experience the history, food and music of another culture
- Travel more successfully
- Talk about yourself, your friends and your family in another language

Year 11 and Year 12 French Beginners involves:

- Listening
- Reading
- Speaking
- Writing

Why choose French *Beginners*?

- Think food! Think fashion! Think Tour de France!
- Do you realise that nearly 30% of the English words you already know have a French origin?
- Do you know that French is spoken in parts of America, Africa, South-East Asia and the Pacific?
- Do you know that French is an important diplomatic language, vital to the International Olympic Committee, Médecins sans Frontières and the Eurovision Song Contest?



French Continuers

The Year 11 and Year 12 Continuers courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Continue to study the language you enjoyed so much as an elective in years 9 and 10
- The opportunity to study French Extension in year 12 and gain a deep understanding of the deep cultural ties between Australia and France.
- To enhance vocational opportunities in areas such as technology, trade, fashion, tourism and hospitality, banking and finance, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering
- Have conversations with your friends at a far more sophisticated level
- Travel confidently with greatly enhanced language skills

Year 11 and Year 12 French Continuers involves:

- Speaking
- Listening and Responding
- Reading and Responding
- Writing in French

Why choose French *Continuers*?

- French is the living and working language of over 300 million people in the world, it is the official language of 49 countries.
- French is the international language for several international organisations such as United Nations, the Olympic Games, Red Cross, UNESCO, International Telecommunications Union, International Motocross and Scouts.
- To further enjoy learning about France's rich cultural history, lifestyle, art, music, film, fashion, history, sporting events, food, architecture and scenic beauty



Geography

The Year 11 and Year 12 Geography courses are designed to allow students to:

- Learn about the processes that form and change the features and patterns of the environment
- Understand the global and local forces which impact on people and ecosystems
- Become competent in collecting, analysing and organising information
- Gain and develop analytical, research and communication skills for adult life

Year 11 Geography involves:

- Biophysical interactions: biophysical processes and sustainable management (45% of course time)
- Global Challenges: study of issues at a global scale (45% of course time)
- Senior Geography Project: a geographical study of student's own choosing

Year 12 Geography involves:

- Field work
- Ecosystems at Risk: the functioning of ecosystems, management and protection (33% of course time)
- Urban Places: study of cities and urban development (33% of course time)
- People and Economic Activity: study of local and global economic activity (33% of course time)

Why choose Geography?

The study of senior geography:

- Allows students to actively discover the world around them through field studies and research (*Sample your world!*)
- Enables you to keep up to date with local, national and global human and environmental issues (*Know your world!*)
- Introduces you to the challenges facing our world while equipping you to gain new insights to make better, more informed decisions (*Contribute to your world!*)



German Beginners

The Year 11 and Year 12 German Beginners courses are designed to allow you to:

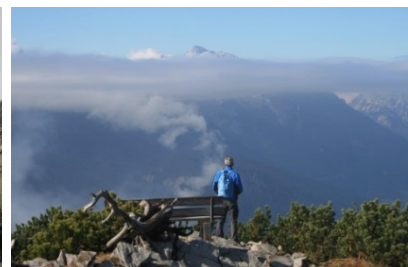
- Become global citizens by speaking and understanding another language
- Get an edge on others when looking for work
- Have fun while you learn
- Have conversations with your friends in a whole new language
- Move between cultures and experience the history, food and music of another culture
- Travel more successfully
- Talk about yourself, your friends and your family in another language

Year 11 and Year 12 German Beginners involves:

- Listening
- Reading
- Speaking
- Writing

Why choose German *Beginners*?

- German is the most widely spoken language in the European Union. Germany has the third strongest economy in the world and is a beautiful country rich in culture and history.
- Germany is a major trading partner of Australia and Germans are the biggest tourism spenders in the world. Knowing German creates many business opportunities.
- German and English are from the same family of languages, and this means many English words have their origins in German. German is fun to learn.
- Germans are great innovators and are at the frontline of new technologies. German is also the second most common language in cyberspace!



German Continuers

The Year 11 and Year 12 Continuers courses are designed to allow you to:

- Become global citizens by speaking and understanding another language as well as understanding different attitudes and values of both Australian and German communities
- Continue to study the language you enjoyed so much as an elective in years 9 and 10
- The opportunity to study German Extension in year 12 and gain a deep understanding of the extensive cultural ties between Australia and Germany
- To enhance vocational opportunities in areas such as science and technology, trade, tourism and hospitality, banking and finance, education and research, the arts, diplomacy, government, law, immigration, journalism, translation and interpreting, and wine making
- Have conversations with your friends at a far more sophisticated level
- The study of German enhances the enjoyment and appreciation of German culture through film, literature, music, art and sport
- Travel confidently with greatly enhanced language skills

Year 11 and Year 12 German Continuers involves:

- Conversation
- Listening and Responding
- Reading and Responding
- Writing in German

Why choose German *Continuers*?

- Germany is the most important economic power in Europe.
- Develop a greater understanding of Germany's place as a world leader
- Use your German skills to further understand the linguistic heritage it shares with English
- Continue your German studies at tertiary level and gain accreditation for past German studies at a number of Australian universities.



Indonesian Beginners

The Year 11 and Year 12 Beginners courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Get an edge on others when looking for work
- Have fun while you learn
- Have conversations with your friends in a whole new language
- Move between cultures and experience the history, food and music of another culture
- Travel more successfully
- Talk about yourself, your friends and your family in another language

Year 11 and Year 12 Indonesian Beginners involves:

- Listening
- Reading
- Speaking
- Writing

Why choose Indonesian *Beginners*

- Indonesian is the language of our nearest neighbor. We share the same alphabet – so it is not necessary to learn a new writing script.
- Australians who enjoy surfing, or who enjoy beautiful music and dancing and wonderful food, love visiting Indonesia, and many of them visit again and again.
- Indonesia is a diverse country with many different cultures. Some are primitive, some are ancient and yet sophisticated. Indonesia is a fascinating place and learning the language is a great way to get to know this country better.
- Many Australians volunteer to work on environmental programs throughout Indonesia.



Indonesian Continuers

The Year 11 and Year 12 Continuers courses are designed to allow you to:

- Become global citizens by speaking and understanding another language as well as understanding different attitudes and values of both Australian and Indonesian communities
- Continue to study the language you enjoyed so much as an elective in years 9 and 10
- The opportunity to study Indonesian Extension in year 12 and gain a deep understanding of the extensive cultural ties between Australia and Indonesia
- To enhance vocational opportunities in areas such as technology, trade, tourism and hospitality, banking and finance, education and research, the arts, diplomacy, government, law, immigration, journalism, translation and interpreting, and engineering
- Have conversations with your friends at a far more sophisticated level
- Travel confidently with greatly enhanced language skills

Year 11 and Year 12 Indonesian Continuers involves:

- Conversation
- Listening and Responding
- Reading and Responding
- Writing in Indonesian

Why choose Indonesian *Continuers*?

- Indonesia is one of Australia's closest neighbours and is the fourth most populous country in the world.
- Develop greater understanding of Indonesia's place in the Asian region and its particular relevance to Australia.
- Use your Indonesian skills to volunteer in a wide range of environmental programs in Indonesia and Malay speaking countries.
- Continue your Indonesian studies at tertiary level and gain accreditation for past Indonesian studies at a number of Australian universities.



Industrial Technology: Graphics Technologies

The Year 11 and Year 12 Industrial Technology courses are designed to allow students to:

- provide a curriculum structure which encourages students to complete secondary education;
- allows students to demonstrate:
 - knowledge, skills, understanding and attitudes in the study of Graphics and associated industries
 - capacity to manage their own learning
 - capacity to work together with others

A study of Industrial Technology

- provides a flexible structure within which students can prepare for:
 - further education and training, and employment.

Year 11 Industrial Technology involves:

The Year 11 course of 120 indicative hours consists of project work and an industry study that provides a broad range of skills and knowledge related to Graphics. Students develop a series of drawings around a product or theme to gain skills in the areas of engineering, product and architectural drawing.

Year 12 Industrial Technology involves:

- designing, planning, producing and evaluating a major design project and completion of associated theory components.
- as part of the Year 12, the major project incorporates a set of related drawings around the design and planning of a product or structure.
- your major project is student developed and represents 4 terms of practical learning and 60% of your final Year 12 mark.
- you will sit for a compulsory Year 12 exam which is 1½ hours long and worth 40%.

Intending students should be prepared to attend 2 practical workshops at Southern Cross school of Distance Education at East Ballina campus, in both Year 11 and Year 12.

Why choose Industrial Technology - Graphics?

Industrial Technology, Graphics allows students the opportunity to undertake a practical based course of study in an area of interest that contributes directly towards their Year 12 and ATAR. All students will be required to complete a major practical work which they will be able to use after their Year 12 and as an example of their skills to present for prospective employment.

Industrial Technology: Multimedia Technologies

The Year 11 and Year 12 Industrial Technology - Multimedia Technologies courses are designed to allow students to:

- Study the interrelationships of technology, equipment and materials used by the Multimedia industry.
- Raise their awareness of the interaction between technology, industry, society and the environment.
- Develop skills through the processes of design, planning and production.
- Apply practical experience to the creation of multimedia

Year 11 Industrial Technology - Multimedia Technologies involves:

- Industry Study (15%)
- Design (10%)
- Management & Communication (20%)
- Production (40%)
- Production Related Manufacturing Technology (15%)

Year 12 Industrial Technology - Multimedia Technologies involves:

- Industry Study (15%)
- Major Project (60%)
- Industry Related Manufacturing Technology (25%)

Why choose Industrial Technology – Multimedia Technologies?

- The IT-Multimedia course provides a framework for students to explore their creativity using the five Multimedia elements of text, graphics, video, audio and animation.
- The major project which is marked by the NESAs (previously BOSTES) markers is a combination of a folio and practical work which closely reflects the requirements of the Multimedia Industry.
- The skills and knowledge gained through the study of IT-Multimedia will assist students undertaking further study either at a university or industry level.



Industrial Technology: Timber Industries

The Year 11 and Year 12 Industrial Technology courses are designed to allow students to:

- provide a curriculum structure which encourages students to complete secondary education;
- allows students to demonstrate:
 - knowledge, skills, understanding and attitudes in the study of Timber and associated Industries
 - capacity to manage their own learning
 - capacity to work together with others

A study of Industrial Technology

- provide a flexible structure within which students can prepare for:
 - further education and training, and employment.

Year 11 Industrial Technology involves:

The Year 11 course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to Timber and an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects.

Year 12 Industrial Technology involves:

- designing, planning, producing and evaluating a major design project and completion of associated theory components.
- your major project is student developed and represents 4 terms of practical learning and 60% of your final Year 12 mark.
- you will sit for a compulsory Year 12 exam which is 1½ hours long and worth 40%.

Intending students should be prepared to attend 2 practical workshops at Southern Cross school of Distance Education at East Ballina campus, in both Year 11 and Year 12.

Why choose Industrial Technology – Timber ?

Industrial Technology, Timber allows students the opportunity to undertake a practical based course of study in an area of interest that contributes directly towards their Year 12 and ATAR. All students will be required to complete a major practical work which they will be able to use after their Year 12 and as an example of their skills to present for prospective employment

Information Processes and Technology

The Year 11 and Year 12 Information Processes and Technology courses are designed to allow students to:

- Develop analytical and problem solving skills
- Systematically develop IT solutions
- Understand the functions of software and hardware
- Appreciate the roles and responsibilities of IT personnel

Year 11 Information Processes and Technology involves:

- Introduction to information skills and systems (20%)
- Tools for information processes (50%)
- Developing information systems (30%)

Year 12 Information Processes and Technology involves:

- Project work (20%)
- Information systems and databases (20%)
- Communication systems (20%)
- Multimedia (20%)
- Decision support systems (20%)

Why choose Information Processes and Technology?

- The Information Processes and Technology course gives students a framework and the tools to critically analyse and evaluate Information Technology systems.
- The course gives students the skills and understanding to provide successful IT solutions.
- The skills developed in this course assist students to better manage their own IT environment and to provide IT support for others.
- The course will assist student's further study in the areas of IT and systems analysis.



Italian Beginners

The Year 11 and Year 12 Beginners courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Get an edge on others when looking for work
- Have fun while you learn
- Have conversations with your friends in a whole new language
- Move between cultures and experience the history, food and music of another culture
- Travel more successfully
- Talk about yourself, your friends and your family in another language

Year 11 and Year 12 Italian Beginners involves:

- Listening
- Reading
- Speaking
- Writing

Why choose Italian Beginners

- Think pizza! Think pasta! Think Pompeii!
- Do you know that Italian is the second most foreign language spoken in Australia?
- Do you know that the Italian language is vital to matters of art, music, opera, football, motorsports, design and fashion?
- Do you know that Italian is a Romance language spoken by over 59 million people?



Italian Continuers

The Year 11 and Year 12 Continuers courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Continue to study the language you enjoyed so much as an elective in years 9 and 10
- The opportunity to study Italian Extension in year 12 and gain a deep understanding of the deep cultural ties between Australia and Italy.
- To enhance vocational opportunities in areas such as technology, trade, fashion, tourism and hospitality, banking and finance, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering
- Travel confidently with greatly enhanced language skills

Year 11 and Year 12 Italian Continuers involves:

- Speaking
- Listening and Responding
- Reading and Responding
- Writing in Italian

Why choose Italian Continuers?

- Italian is the official language of Italy, San Marino and the Vatican City. It is one of the four official languages of Switzerland and one of the eleven official languages of the European Union. Italian is being spoken in many other countries in Europe, in North and South America, the Africa and Australia.
- Italian is the international language for several international organisations such as United Nations, Red Cross, UNESCO, International Telecommunications Union, International Motocross and Scouts.



Investigating Science

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Year 11 Course

- Module 1: Cause and effect – observing
- Module 2: Cause and effect- inferences and generalisations
- Module 3: Scientific models
- Module 4: Theories and laws

Year 12 Course

- Module 5: Scientific investigations
- Module 6: Technologies
- Module 7: Fact or fallacy
- Module 8: Science and society



Why choose Investigating Science?

- This subject develops important skills for students who are not planning careers in pure Science but can lead to several related careers such as horticulture, agriculture, mechanic, technicians, environmental science, beauty therapy, management, journalism, and information technology
- The benefit for students is be critical of accepted views , become patient with attention to detail and further their understanding of how science affects your everyday consumer science, life style, environment issues

Japanese Beginners

The Year 11 and Year 12 Japanese Beginners courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Get an edge on others when looking for work
- Have fun while you learn
- Have conversations with your friends in a whole new language
- Move between cultures and experience the history, food and music of another culture
- Travel more successfully
- Talk about yourself, your friends and your family in another language

Year 11 and Year 12 Japanese Beginners involves:

- Listening
- Reading
- Speaking
- Writing

Why choose Japanese Beginners?

日本語へようこそ

- Have you ever wondered how anyone could understand this writing?
- Learning Japanese opens a whole new way of reading and writing and brings you into contact with ancient traditions blended with modern accomplishments which form the Japanese culture of today.
- Japan is one of Australia's major trading partners. Southern Cross Distance Education Centre organises an excursion to Japan every two years. Meanwhile, private travel to Japan has never been cheaper!



Japanese Continuers

The Year 11 and Year 12 Continuers courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Continue to study the language you enjoyed so much as an elective in years 9 and 10
- The opportunity to study Japanese Extension in year 12 and gain a deeper understanding of the Japanese culture and traditions.
- To enhance vocational opportunities in areas such as technology, trade, fashion, tourism and hospitality, banking and finance, education and research, the arts, diplomacy, government, law, media and advertising, translation and interpreting, and cuisine and catering
- Have conversations with your friends at a far more sophisticated level
- Travel confidently with greatly enhanced language skills

Year 11 and Year 12 Japanese Continuers involves:

- Speaking
- Listening and Responding
- Reading and Responding
- Writing in Japanese

Why choose Japanese Continuers?

- Japan is still one of Australia's major trading partners
- To further enjoy learning about Japan's rich cultural history, lifestyle, art, music, film, fashion, history, sporting events, food, architecture and scenic beauty. Travel to Japan is more and popular, especially for snow skiing and mountain hiking.



Legal Studies

The Year 11 and Year 12 Legal Studies courses are designed to allow students to:

- develop knowledge and understanding of the nature and functions of law and law-making
- examine an individual's rights and responsibilities, how disputes are resolved and contemporary issues
- investigate issues that illustrate how the law operates in practice
- investigate legal information and legal issues from a variety of perspectives

Year 11 Legal Studies involves:

- The Legal System – basic terms, sources and operation
- The Individual and the Law – power, authority, duties and rights
- The Law in Practice – study of two groups and how they achieve justice

Year 12 Legal Studies involves:

- Crime – what is a crime, how are they dealt with and what happens to offenders and victims
- Human Rights – what are they, how did they develop and how are they enforced
- Two options chosen from:
Consumers, Global Environmental Protection, Family, Indigenous peoples, Shelter, Workplace, World Order

Why choose Legal Studies?

- Legal Studies is an interesting way to study the law without becoming a lawyer!
- Legal knowledge is useful at a personal level
- Develop an understanding of the law, how it works, where its strengths and weaknesses lie, and its role in society
- Helps you make better decisions about your personal life and make you more valuable to business.
- Legal Studies provides an understanding of how the world works.
- It will help you make more informed decisions as both a consumer and as a voter.



Mathematics

The Year 11 and Year 12 Mathematics courses are designed to allow students to:

- expand on skills gained through the Stage 5.3 Mathematics course.
- gain an understanding of some further aspects of mathematics which are applicable to the real world.

Year 11 Mathematics involves:

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry-geometrical properties
- Tangent to a curve and derivative of a function

Year 12 Mathematics involves:

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world

Why choose Mathematics?

- the Mathematics ('2 Unit') course as the most appropriate basis for further studies in mathematics in university courses such as in the life sciences, business, finance, technology and education.



Mathematics Extension 1

The Year 11 and Year 12 Mathematics Extension 1 courses are designed to allow students to:

- Build on the mastery of the skills of Stage 5.3 Mathematics in order to prepare for the study of further skills and ideas in mathematics.
- The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world.

Year 11 Mathematics Extension 1 involves:

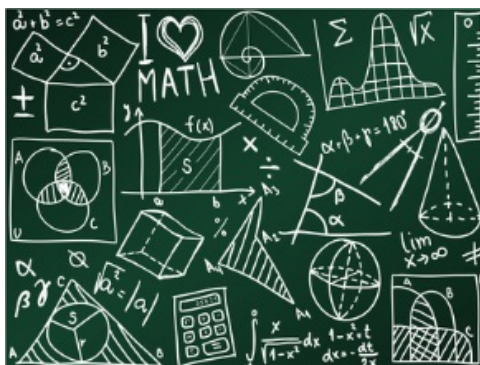
- Other inequalities, Further geometry, Further trigonometry, Angles between two lines, Internal and external division of lines into given ratios, Parametric representation, Permutations and combinations, Polynomials

Year 12 Mathematics Extension 1 involves:

- Methods of integration, Primitive of $\sin 2x$ and $\cos 2x$, Equation $\frac{dN}{dt} = k(N - P)$, Velocity and acceleration as a function of x , Projectile motion, Simple harmonic motion, Inverse functions and inverse trigonometric functions, Induction, Binomial theorem, Further probability, Iterative methods for numerical estimation of the roots of a polynomial equation and harder applications of Mathematics Year 12 course topics

Why choose Mathematics Extension 1?

- The Mathematics Extension 1 course provides students with the opportunity to develop thorough understanding and competence in aspects of mathematics for further studies in mathematics itself, and in such areas as physics, chemistry, engineering, statistics, and computer science.



Mathematics Standard 1

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses. Standard or Advanced English must be studied in conjunction with Mathematics Standard 1 with a final Year 12 examination, to include this course in an ATAR stream.

The Year 11 and Year 12 Mathematics Standard courses are designed to allow students to:

- Build on your skills from the 5.1 Maths course to prepare themselves for entry into vocations or further training.

Year 11 Mathematics Standard involves:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Mathematics Standard 2 involves:

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

Why choose Mathematics Standard 1?

- Mathematics Standard 1 delivers excellent post schooling skills with maths.
- The Mathematics Standard 1 course provides students with the opportunity to develop appropriate understanding and competence in aspects of mathematics for a range of vocational pathways, in careers or in further training.

Mathematics Standard 2

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Year 11 course, Mathematics Standard Year 11, leading to the Mathematics Standard 1 Year 12 and Mathematics Standard 2 Year 12 courses.

The Mathematics Standard 2 course is designed to allow students to:
Have the opportunity to build on their knowledge from 5.2 Mathematics to develop appropriate understanding and competence for a range of vocational pathways, in careers or in further training.

Focus on how to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the 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 concurrent HSC subjects.

Year 11 Mathematics Standard involves:

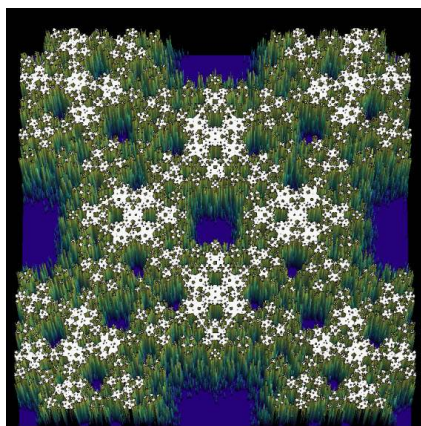
- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Mathematics Standard 2 involves:

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

Why choose Mathematics Standard 2?

- Study of the Year 12 Mathematics Standard 2 course can provide students with a strong foundation for most university courses including in the humanities, education, nursing and paramedical sciences.



Modern History

The Year 11 and Year 12 Modern History courses are designed to allow students to:

- learn about key features, issues, individuals and events in the 19th and 20th centuries
- investigate various aspects of the modern world including people, ideas, movements, events and developments.
- apply their understanding of sources and relevant historiographical issues to the investigation of the modern world.

The Year 11 Modern History course is:

- Investigating Modern History
- The investigation of Historic Sites and Sources
- The Contestability of the Past
- historical investigation: student free choice
- Indochina to 1954
- The Decline and Fall of the Romanov Dynasty
- Making contact with the Pacific
- World War I

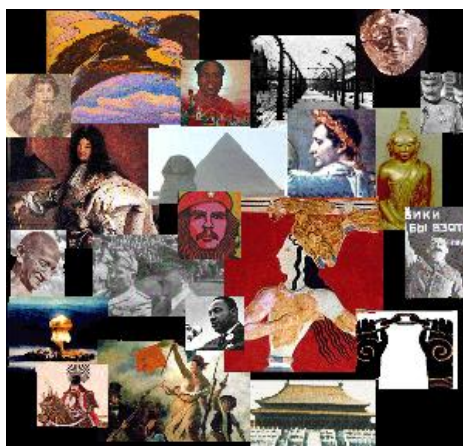
The Year 12 Modern History course is:

- Core unit: Power and Authority in the Modern World 1919 – 1946 (focus on Germany)
- Conflict in Indochina 1954–1979
- Russia and the Soviet Union 1917–1941
- Change in the Modern World – Civil Rights in the USA 1945 - 1968.

You should choose Modern History if you:

- want to learn about wars, politics, the key personalities, ideas and forces of history
- are interested in why history is relevant to us today
- enjoy the stories of the past
- like reading and investigating primary and secondary sources
- want to develop valuable skills for employment or further study, such as researching, arguing, evaluating and communicating your ideas clearly.

See <http://www.sthcrossc-d.schools.nsw.edu.au/curriculum/senior-courses/history>



Music 1

The Year 11 and Year 12 Music 1 course is designed to allow students to develop their musical abilities and potential. There are two courses available for study – Music 1 and Music 2.

Who suits Music 1

Music 1 will suit any musician. Music 1 does not require students to have studied Music previously; however, we advise that you have a genuine interest in music and willingness to learn an instrument. Music 1 suits students who can read music, students who can read tabs, chord charts, lead charts, and also students who do not read music. It suits musicians in a range of styles. Students should be able to sing or play an instrument or be prepared to learn basic skills in either to understand and apply the concepts of music.



Year 11 Music 1 involves:

- learning experiences in performance, composition, listening and musicology. The course is divided equally into these four areas.
- Students are required to study at least 3 topics in Year 11. Topic choices include: Music of the 20th and 21st Centuries, Music for radio, film, television and multimedia, Jazz, An instrument and it's repertoire, Rock music, Popular music, Music of the 18th Century, Music of the 19th Century, Baroque music, Australian music, Technology and it's influence on music, Methods of notating music, Music and religion, Music and the related arts, Music of a culture, Music for small ensembles, Music for large ensembles, Music in education, Medieval music, Renaissance music, Theatre music.
- Students are required to perform a piece related to each topic studied.

Year 12 Music 1 course

- In Year 12 the course has the same four learning experiences – performance, composition, listening and musicology. Students are required to study an additional three topics in year 12. Alternatively students may study TWO topics which are different from the Year 11 Course and ONE topic which shows greater depth of understanding, explores new repertoire and includes a comparative study.
- The student chooses 3 electives. (1 for each of the 3 topics) These electives can be any combination of performance, viva voce or a composition.
- The Music 1 Year 12 has a practical examination (which is usually done in the last few weeks of term3) and a written listening examination (Usually done in early Term 4.)
- Every student studying Year 12 music must present 1 core performance piece for this exam + their combination of 3 electives for the practical examination. (eg. Core performance, elective 1 performance, elective 2 performances and elective 3 performance).

Students should have access to a CD player a computer/device that has a USB connection to be able to play CD's or audio on USB. A device that has the capability of: audio recording and/or audio and visual recording. E.g. A webcam, voice recorder (on a mobile phone), video recorder (On a mobile phone or camera), or computer.

Why choose Music 1?

There are a wide range of careers that link with music. These include: Performer, composer, DJ, A&R coordinator, songwriter, record producer, audio engineer, audio designer, music therapist, recording engineer, music journalist, concert promoter, music director, music manager, session musician, private Music Teacher, College, Music Education specialists, Musical instrument builder/repairer, piano tuner technician, music business, orchestrator, copyist, conductor, ethnomusicologist, TV music writer and opera singer to mention a few.

- Any instrument or voice within your performing studies is accepted.
- Technology is integral to music. Often music is at the forefront of technology due to the nature of the equipment and the sound requirements within music and the music industry.
- Music 1 can be tailored to your interests via the wide variety of topics offered.
- Both Music 1 and 2 can lead onto further courses beyond school.
- Music is a skill for life! Create, perform and enjoy!

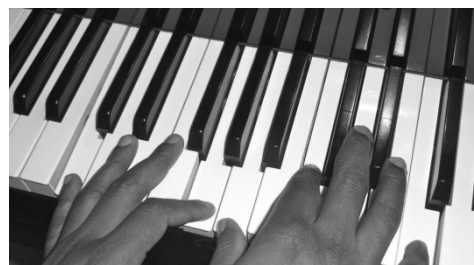
Music 2

Who suits Music 2

The course is a rigorous course and builds on the Music Elective course and focuses on the study of Western art music but requires students to place the study in a broader musical contexts. It assumes that students have a formal background in music, have developed musical literacy skills and have some knowledge and understanding of musical styles.

Year 11 Music 2 involves:

- learning experiences in performance, composition, listening and musicology within the context of a range of styles, periods and genres.
- Students will study the mandatory topic Music 1600-1900 and will study ONE additional topic from the following. Australian music, Music of a culture, Medieval music, Renaissance music, Music 1900-1945, Music 1945 to Music of up to 25 ago.
- Students will be required to perform on an instrument or voice in assessment tasks and examinations.



Year 12 Music 2 course

This course builds on the Music 2 Year 11 course and focuses on the study of Western art music. Students will:

- Study the mandatory topic Music of the last 25 years (Australian focus) and will study ONE additional topic from the following: Music of a culture, Medieval music, Renaissance music, Baroque music, Classical music, Nineteenth century music, Music 1900-1945, Music 1945 – Music of up to 25 years ago.
- work within an integrated approach which explores the relationship between Performance, Composition, Musicology and Aural.
- be required to perform on an instrument or voice in assessments and examinations.
- will be required to develop a composition portfolio in core composition.

Every student studying Year 12 Music 2 must present one performance, sight singing in their Practical Year 12 examination, Core composition – submit one original composition, and one Elective from Performance – 2 pieces, Composition – 1 original composition, Musicology – one extended response approx. 1500 words and a written Year 12 examination – Musicology and Aural.

Students should have access to a CD player a computer/device that has a USB connection to be able to play CD's or audio on USB. A device that has the capability of: audio recording and/or audio and visual recording. E.g. A webcam, voice recorder (on a mobile phone), video recorder (On a mobile phone or camera), or computer.

Why choose Music 2?

There are a wide range of careers that link with music. These include: Performer, composer, DJ, A&R coordinator, songwriter, record producer, audio engineer, audio designer, music therapist, recording engineer, music journalist, concert promoter, music director, music manager, session musician, private Music Teacher, College, Music Education specialists, Musical instrument builder/repairer, piano tuner technician, music business, orchestrator, copyist, conductor, ethnomusicologist, TV music writer and opera singer to mention a few.

- Any instrument or voice within your performing studies is accepted.
- Technology is integral to music. Often music is at the forefront of technology due to the nature of the equipment and the sound requirements within music and the music industry.
- Music 1 can be tailored to your interests via the wide variety of topics offered.
- Both Music 1 and 2 can lead onto further courses beyond school.
- Music is a skill for life! Create, perform and enjoy!

Personal Development, Health and Physical Education

The Year 11 and Year 12 Personal Development, Health and Physical Education are designed to allow students to develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- a capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

NB. The Personal Development, Health and Physical Education course is a theoretical based course.

Year 11 Personal Development, Health and Physical Education involves:

- Better health for individuals: indicative time 30% of course
- The body in motion: indicative time 30% of course
- Options: Indicative time 20% for each option
- First Aid
- Fitness Choices

Year 12 Personal Development, Health and Physical Education involves:

- Health priorities in Australia: indicative time 30%
- Factors affecting performance: indicative time 30%
- Options: Indicative time 20% for each option
- Sports medicine
- Improving performance

Why choose Personal Development, Health and Physical Education?

- Looking towards a career in health, sporting and/or fitness industries
- Develop values and attitudes promoting healthy and active lifestyles
- To develop an understanding of the physiological functioning of the human body
- To develop knowledge and understanding of the factors that affect health
- To develop a capacity to exercise influence over personal and community health outcomes



Physics

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 problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help 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. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Year 11 Physics involves:

Module 1: Kinematics
Module 2: Dynamics
Module 3: Waves and thermodynamics
Module 4: Electricity and magnetism

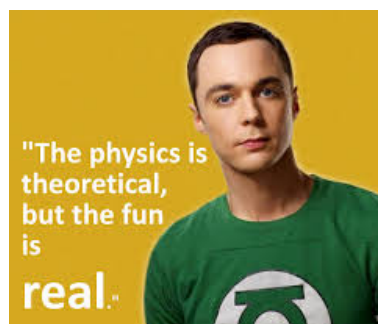
Year 12 Physics involves:

Module 5: Advanced mechanics
Module 6: Electromagnetism
Module 7: The nature of light
Module 8: From the universe to the atom

Why choose Physics?

- Do you want to know how the Universe works?
- Do you want to be highly employable in a well-paid job?
- Do you desire a career in Science or Engineering?
- Do you want to develop skills that are sought out by *all* employers?

If any of the above reasons apply to you then:
Physics is for you!



Society and Culture

What is Society and Culture?

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and culture – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- Themselves
- Their own society and culture
- The societies and cultures of others

The Year 11 Society and Culture course involves study of:

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

The Year 12 Society and Culture course involves the study of:

- Core: Personal Interest Project
- Social and Cultural Continuity and Change

Depth Studies – Two to be chosen from the following

- Popular Culture
- Belief Systems and Ideologies
- Social and Inclusion and Exclusion
- Social Conformity and Nonconformity

Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and engage in and actively contribute to all levels of society.

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

Personal Interest Project (PIP) requirements

Completion of a Personal Interest Project in Year 12 is a prerequisite of completing this course and is worth 40% of Year 12 assessment. If you are considering choosing this course it is very important you fully understand the requirements of the PIP. Advice on the Personal Interest Project requirements is contained in the NESA website (Assessment and Reporting in Society and Culture Stage 6) or by contacting Head Teacher HSIE Mrs Tiffeny Cox.



Why choose Society and Culture?

- Society and Culture contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning.
- The study of Society and Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels.
- Society and Culture can lead to further study a tertiary level of Sociology, Philosophy and Political Science and Anthropology.

Software Design & Development

The Year 11 and Year 12 Software Design & Development courses are designed to allow students to:

- Be creative and flexible in developing software solutions
- Develop a systematic approach to problem solving
- Understand the intellectual, social and ethical aspects of software development
- Appreciate the interrelation of hardware and software

Year 11 Software Design & Development involves:

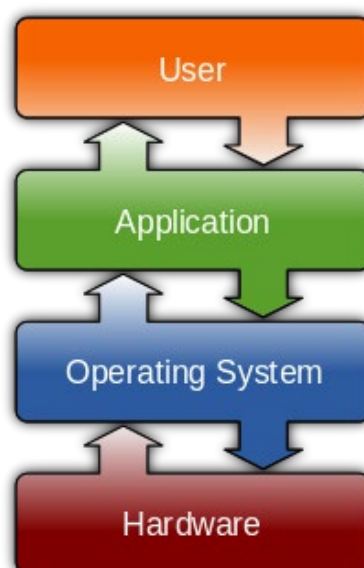
- Concepts & Issues in the design & development of software (30%)
- Introduction to software development (50%)
- Developing software solutions (20%)

Year 12 Software Design & Development involves:

- Develop & impact of software solutions (15%)
- Software development cycle (40%)
- Developing a software package (25%)
- Programming paradigms OR Interrelationships between software and hardware (20%)

Why choose Software Design & Development?

- The Software, Design and Development course provides students with the opportunity to develop analytical and problem solving skills.
- The course provides a framework for students to develop a flexible approach in developing software solutions
- The skills and knowledge gained through the study of Software Design and Development will assist students undertaking further study either at university, TAFE or in the workplace



Spanish Beginners

The Year 11 and Year 12 Beginners courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Get an edge on others when looking for work
- Have fun while you learn
- Have conversations with your friends in a whole new language
- Move between cultures and experience the history, food and music of another culture
- Travel more successfully
- Talk about yourself, your friends and your family in another language

Year 11 and Year 12 Spanish Beginners involves:

- Listening
- Reading
- Speaking
- Writing

Why choose Spanish *Beginners*?

- Think ¡fiesta! Think ¡flamenco! Think ¡fútbol!
- Spanish is the first language of more than 500 million people in Latin America and Spain. It is the third most spoken language in the world.
- By learning this language with us, you can enter into the rich diverse cultures of the Spanish speaking world.



Spanish Continuers

The Year 11 and Year 12 Continuers courses are designed to allow you to:

- Become global citizens by speaking and understanding another language
- Get an edge on others when looking for work
- Have fun while you learn
- Have conversations with your friends in a whole new language
- Move between cultures and experience the history, food and music of another culture
- Travel more successfully
- Talk about yourself, your friends and your family in another language

Year 11 and Year 12 Spanish Continuers involves:

- Speaking
- Listening and Responding
- Reading and Responding
- Writing in Spanish

Why choose Spanish *Continuers*?

- You are already hooked!
- ¡Churros! ¡Chocolate! ¡Cha Cha Cha!
- The seed has already been planted and you have watched your language grow. Now it's time to branch out and enjoy the rewards of a deeper understanding.
- By learning this language with us, you will dive even further into the rich diverse cultures of the Spanish speaking world, its history, traditions and enticing way of life.



Studies of Religion I

The Year 11 and Year 12 Studies of Religion I courses are designed to allow students to:

- Gain an understanding and appreciation of the nature and significance of religion and
- Appreciate the influence of beliefs systems and religious traditions on individuals and within society.

Year 11 Studies of Religion I involves:

- 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 drawn from: Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.

Year 12 Studies of Religion I involves:

- Religion and Belief Systems in Australia post-1945
 - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two Religious Tradition Depth Studies drawn 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.

Why choose Studies of Religion I?

- Be fascinated by a tour of the diversity and richness of the World's great Religions.
- In a multicultural world this knowledge is invaluable!
- Work at your own pace and ability level.
- A good subject to maximise your ATAR results.



Studies of Religion II

The Year 11 and Year 12 Studies of Religion I courses are designed to allow students to:

- Gain an understanding and appreciation of the nature and significance of religion, and
- Appreciate the influence of beliefs systems and religious traditions on individuals and within society.

Year 11 Studies of Religion II involves:

- 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.
- Three Religious Traditions Studies drawn from: Buddhism, Christianity, Hinduism, Islam, Judaism
 - Origins
 - Principal beliefs
 - Sacred texts and writings
 - Core ethical teachings
 - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin
 - The response to the human search for ultimate meaning in two religions of ancient origin from:
 - Aztec or Inca or Mayan
 - Celtic
 - Nordic
 - Shinto
 - Taoism
 - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
 - The arrival, establishment and development of religious traditions in Australia prior to 1945.



Year 12 Studies of Religion II involves:

- Religion and Belief Systems in Australia post-1945
 - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies drawn from: Buddhism, Christianity, Hinduism, Islam, Judaism
 - Significant people and ideas
 - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
 - Significant practices in the life of adherents.
- Religion and Peace
 - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
 - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

Why choose Studies of Religion II?

- Be fascinated by a tour of the diversity and richness of the World's great Religions.
- In a multicultural world this knowledge is invaluable!
- Work at your own pace and ability level.
- A good subject to maximise your ATAR results.

Textiles and Design

2 units for each of Year 11 and Year 12 Board Developed Course

Exclusions: Fashion and Textiles TVET CEC 43480 Fashion Design and Technology TVET CEC41016

The Year 11 course involves the study of:

- Design: (study of design, communication techniques, manufacturing methods (40%)
- Properties and Performance of Textiles: fibres, yarns, fabrics (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 textile projects.

The Year 12 course builds upon the Year 11 course and involves the study of:

- Design - fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers (20%)
- Properties and Performance - end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries current issues and the marketplace (10%)
- Major Textiles Project (50%).

In the Year 12 course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process.

Why choose Textiles and Design?

- If you are creative
- If you like to draw, design and make things
- If you love colour, fabric and fashion
- If you enjoy satisfaction from personal achievement

Then this could be the subject where you could flourish!



Visual Arts

The Visual Arts course gives students an opportunity to develop their skill in artmaking, art history and art criticism.

The Year 11 Visual Arts course

Focuses on the key components and concepts in Visual Arts through:

Artmaking 50%

Students develop knowledge, skills and an understanding of how they can represent their world through drawing, painting, printmaking, sculpture, fibre and digital technologies.

Art history and art criticism 50%

Students will develop knowledge, skills and an informed point of view of the Visual Arts through critical and historical studies.

The Year 12 Visual Arts course

Focuses more interpretive investigations of the key components and concepts in Visual Arts through:

Artmaking 50%

Development of a Body of Work in an expressive form of their choice.

Art history and art criticism 50%

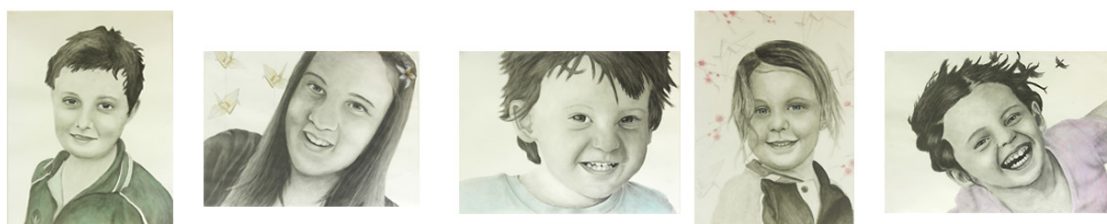
Investigations through cases studies on contemporary and historical artists, art movements and technologies.

Particular course requirements

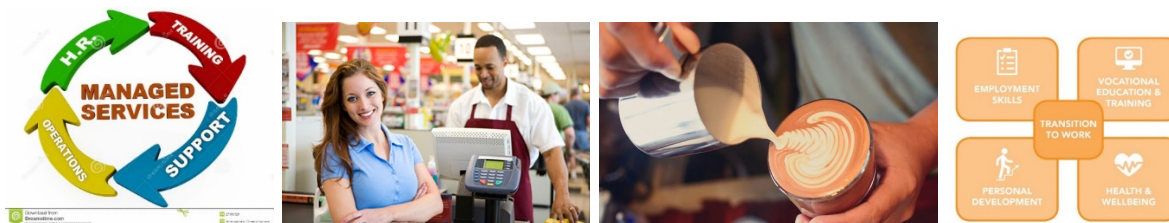
Students must keep a Visual Arts Process Diary. Some expressive form may need specialist equipment. Throughout the course practical workshops, excursions to galleries, study days and other events will be scheduled to enhance the students' engagement with the Visual Arts on all levels; it is highly recommended that students attend.

Why choose Visual Arts?

- You love being creative and producing high quality artworks
- You are interested in art history and the development of new technologies in art
- Career opportunities include artist, graphic designer, photographer, teacher, performance artist, music video producer, architect, theatre designer, set, art critic, designer, art conservationist, costume designer, filmmaker, gallery director, curator, interior designer, art journalist just to name a few.



Student sample of a Body of Work



Vocational Education and Training (VET) Courses 2020



VET Welcome!

Welcome! To Vocational Education and Training (VET). The following pages will inform you of opportunities available to you as a VET student and the facts about VET courses.

Our school is part of a Registered Training Organisation Public School NSW Tamworth RTO 90162. This means the training you receive must meet national industry standards and the qualifications you receive must be recognised nationally by employers and other training organisations.

Tell me more about VET.....

Foundation Skills

Vet courses are developed in consultation with industry. Vocational training courses provide you with the opportunity to develop the skills, knowledge and attitudes required by industry for employment. These foundation skills include:

- Learning
- Reading
- Writing
- Oral communication
- Numeracy
- Core Skills or Work:
 - Navigate the world of work
 - Interact with others
 - Get the work done

What do you have to pay?

Costs of required **uniforms** and personal protective equipment (PPE). Some schools have hire arrangements for these.

Some or all of the costs of **materials** used in your training.

Some or the entire course costs for the construction Induction Course (White card) as part of Construction and Entertainment courses,

The costs of work placement travel.

Quality Training

- VET teachers have undergone **additional training** to ensure they meet industry standards and are **trained to assess** in the workplace.
- We are committed to making **links with industry** to ensure that our training provision meets industry standards and needs.
- Valuing the views of employers and students on the quality of our **training provisions**.
- Providing students with timely **advice** and support their learning.

Supporting student learning needs

We support your learning through:

- Developing **links with industry to provide** you with the opportunity to develop skills in a real industry setting;
- Providing a **safe and healthy learning environment** both within the school and during work placement;
- **Counselling and career advisory** services, **assessment available** of the Australian Core Skills

Specialist staff are available in schools to assist with:

Literacy, language and numeracy skills;
Students with disabilities;
Aboriginal and Torres Strait Islander students;
Students from non-English speaking backgrounds.

Why are VET qualifications important?

- Vocational training courses count towards meeting Higher School Certificate requirements.
- Some VET courses allow you to include a mark in the calculation of your Australian Tertiary Admission Rank (ATAR). Please check with your school's career adviser.
- Industry identifies the units of competency that must be achieved in each VET course to gain a vocational qualification in a national training package.
- The NSW Education Standards Authority (NESA) issues either a Statement of Attainment or a
- Certificate listing all units of competency achieved. This is in addition to your RoSA or HSC qualification. This is known as Dual Accredited.
- The rules and structure of HSC VET courses vary from the qualification packaging rules. In some cases additional units of competency are required to meet NESA requirements than are required for the qualification. Information about your course is contained in the syllabus document issued by The NSW Education Standards Authority and Educational Standards and from your school: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

How does VET assessment occur?

- Assessment does not compare you against other students. It compares each individual against the 'competence' requirements of the training package.
- At the commencement of the course, you will be given an assessment schedule indicating the timing, competencies and methods of assessment. You will have the opportunity to develop skills over time.
- Teachers will usually organise a number of chances for students to demonstrate a competency. You may seek further opportunities to demonstrate competencies during the course.
- Some assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role plays and simulations.
- Your competence can only be assessed by a qualified VET teacher and/or an industry qualified assessor

So! What is “Competence”?

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. When you successfully demonstrate your competence against a particular standard you will be judged as competent. There is no pass or fail. You are either competent or not yet competent.

If you believe that you have not been fairly assessed you have a right of appeal. The school’s assessment policy provides full details on how each unit of competency will be assessed and the appeals process. Consistent attendance and sustained effort at all course activities are essential for gaining the qualification and meeting HSC requirements.

What is Recognition of Prior Learning (RPL)?



- If you have had previous work or life experiences you will need to produce evidence to enable your teacher to assess your skills to ensure they are at industry standard.
- RPL will only be granted for competencies where you are able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. You would then be exempted from undertaking the training and assessment for that unit of competency.
- If you have already completed content and learning for all or part of a similar unit/s of competency that is deemed equivalent, you may be eligible for credit transfer. Credit Transfer will be granted where you provide a result notice, certificate or competency record.

What is Credit Transfer?

If you have already completed content and learning for all or part of a similar unit/s of competency that is deemed equivalent, you may be eligible for credit transfer. Credit transfer will be granted where you provide a result notice, certificate or competency record.

What about examinations?

- In most vocational courses you can choose to undertake an optional HSC examination in order to count the course towards your Australian Tertiary Admission Rank (ATAR).
- Exams throughout the course may contribute to the determination of competence and will be used to calculate and estimate HSC examination mark in the case of misadventure

What about results and records?

- The teacher keeps a record of competencies achieved by each student.
- At the end of each school term, your teacher will record the Units of Competency which you have achieved in the electronic NSW Education Standards Authority (NESA) record keeping system called
- NESA credentials. At the completion of the course details can be also be found at:
- <https://www.usi.gov.au/students/training-records-and-transcript>

What about Work Placement?

- Work placement is compulsory for most VET courses. This is a NSW Education Standards Authority
- (NESA) requirement and if not completed you may be given a “N” Award. If you have not completed the work placement requirement you will not have the course recognised by NESA for the units of credit towards the HSC.
- The minimum hours of work placement vary, but usually you are required to undertake 35 hours of work placement for every 120 hours of the VET course. Your teacher will provide details of work placement.
- To ensure that you are ready to undertake work placement, your teacher must deem you Work Ready.
- Work placement is organised for you through an organisation known as a Work Placement Service
- Provider. The Work Placement Service Provider is only funded to provide ONE work placement per student per year so it is important for you to perform your best during work placement.
- You cannot be paid during work placement. The Department of Education provides insurance coverage for you while you are on workplace learning programs, but the insurance cover is not valid for any student who accepts payment.
- • Under some circumstances, paid work in an industry related casual or part time job can contribute to your work placement requirements. See your teacher to find out if your current employment is suitable.

BSB20115 Certificate II in Business (BSBv2)
Statement of Attainment towards BSB20115 Certificate II in Business
(BSB - Business Services Training Package -Version 2.0)
2020 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES
Tamworth RTO 90162



This Course is available as	2Unit x 1year/120 hours	2Unit x 2years/240 hours	4Unit x 1year/240 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision. \.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient units below will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from Australian Apprenticeship Pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. *Please discuss units of competency with your school.*

Compulsory/Core Units – HSC Examinable		Elective Units	
BSBWHS201	Contribute to health and safety of self and others	BSBWOR202	Organise and complete daily work activities
BSBCUS201	Deliver a service to customers	BSBWOR203	Work effectively with others
BSBIND201	Work effectively in a business environment	BSBINM202	Handle mail
BSBINM201	Process and maintain workplace information	BSBITU201	Produce simple word processed documents
TLIP2029	Prepare and process financial documents	BSBITU202	Create and use spreadsheets
BSBSUS201	Participate in environmentally sustainable work practices	BSBWOR204	Use business technology
BSBINN201	Contribute to workplace innovation	BSBITU307	Develop keyboarding speed and accuracy

Course contribution (to be made directly to school): \$ NIL
 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>	<ul style="list-style-type: none"> N/A
--	---

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

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

SIR30216– Retail Services Training Package (Release 2.0)
Certificate III in Retail or statement of Attainment
2020 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES
Tamworth RTO 90162



Education
Public Schools

This Course is available as	2U x 1year 120 Hour	2U x 2 year240 Hour	4U x 1 year 240 hour
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This course includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The course structure will be based on SIR30216			
Compulsory/Core Units Examinable*		HSC	Elective Units
	Units of competency		
SIRXCEG001	Engage the Customer	SIRRINV001	Receive and handle retail stock
SIRXCEG002	Assist with customer difficulties	SIRXSLS002	Follow point-of-sale handling procedures
SIRXCEG003	Build customer relationships and loyalty	SIRRMER001	Produce visual merchandise displays
SIRXCOM002	Work effectively in a team	SIRXPDK001	Advise on products and services
SIRXIND001	Work effectively in a service environment	SIRRRTF001	Balance and secure point-of-sale terminal
SIRXRSK001	Identify and respond to security risks	SIRXIND002	Organise and maintain the store environment
SIRXSLS001	Sell to the retail customer		
SIRXWHS002	Contribute to workplace health and safety		
Course contribution (to be made directly to school): \$ NIL Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> N/A 	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

**Statement of Attainment towards SIT20316 Certificate II in Hospitality (Release 2)
2020 STAGE 6 Course Description – HOSPITALITY
Tamworth RTO 90162**



This Course is available as	2 Unit x 1 year/120 hours
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.	
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>	

Board Developed Course	Category B Hospitality 120 Hrs does not contribute to the ATAR
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to work towards the achievement of a nationally recognised vocational qualification. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the hospitality & customer service industry. Students' achievement of competence in some of the units of competency will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units		Elective Units	
SITXCOM002	Show social and cultural sensitivity	SITHCCC003	Prepare sandwiches
SITXCCS003	Interact with customers	BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR203	Work effectively with others	SITHFAB005	Prepare and serve espresso coffee
SITXWHS001	Participate in safe work practices		
SITHIND002	Source and use information on the hospitality industry		
SITXFSA001	Use hygienic practices for food safety		
Course contribution (to be made directly to school): \$20.00 towards each practical classes. Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> • Black polo cotton shirt • Black long pants • Non-Slip Covered Shoes 	
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			
Assessment and course completion Competency-based assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of			

competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement

Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours

HSC non examinable

Students completing this course are NOT eligible to sit the written HSC Hospitality examination. The course does not contribute toward the calculation of the ATAR.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

A school-based traineeship is available in SIT20316 certificate II in Hospitality.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

Board Endorsed Courses

Computing Applications

The Year 11 and Year 12 Computing Applications courses are designed to allow students to:

- Develop their knowledge and understanding of the role computers play in today's society
- Utilise a variety of hardware and software packages to complete a range of practical experiences in information handling and creative processes
- Project work is integrated into the course with the inclusion of appropriate project based methodology.
- Students can undertake 1 unit (60 hours) or 2 unit (120) courses in Year 11 and/or Year 12 year

Year 11 and Year 12 Computing Applications involves the following modules:

- Compulsory – Hardware, Software, Data, Applications and Social Issues
- Spreadsheets 1
- Spreadsheets 2
- Graphics 1
- Graphics 2
- Multimedia 1
- Multimedia 2
- Desktop Publishing 1
- Desktop Publishing 2

Why choose Computing Applications?

- Students who desire to become confident users of technology
- Selection of modules allows students to explore their own areas of interest and develop specific computer based skills in those areas
- Students' capacities in both information handling and the creative process are enhanced when a variety of software applications are available to them.

Please note: Computing Applications cannot be studied with the Board Developed Courses - Software Design and Development or Information Processes and Technology

As stated by NESAs: **Exclusions:** Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.



Driver Education

The Year 11 and Year 12 Driver Education courses are designed to allow students to:

- Gain knowledge and understanding of the requirements and processes involved in obtaining a licence.
- Gain knowledge and understanding of the road laws applicable to all road users
- Gain awareness of the factors that contribute to road accidents and their impact on road safety
- Develop driver awareness of the strategies applied that promote safe use of our roads.
- Identify and modify behaviours that may contribute to unsafe driving / riding.
- Access support services and education to become safer drivers.

Year 11 Driver Education involves:

Six 20 hour core modules:

- Getting a licence and keeping it, Road safety campaigns, Support group awareness, Behaviours and attitudes, Drink Driving / drug driving, and Speed kills.

Year 12 Driver Education involves:

Four 20 hour modules and two 20 hour electives chosen from five that are on offer

- Modules: Road safety and the law, Driving skills, tips and trips, Consumer awareness and Car maintenance.
- Electives: Planning a road trip, Motorcycle safety

Why choose Driver Education?

- Support a young driver / rider to move towards obtaining their driver / rider license.
- Provide a young driver / rider with the knowledge and understanding of strategies needed to become a safe driver / rider.
- Provide the young driver / rider with the capacity to make good decision around road use, promote road safety and identify potential hazards to make appropriate and safe choices.
- Learn about the process involved with budgeting, insurances, registration and the maintaining a car.



Exploring Early Childhood

The Year 11 and Year 12 Exploring Early Childhood courses are designed to allow students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services

Year 11 Exploring Early Childhood involves:

- Pregnancy and childbirth
- Child Growth and Development
- Promoting Positive Behaviour
- Play and the Developing Child
- Food and Nutrition
- Starting School

Year 12 Exploring Early Childhood involves:

- Children and Change
- Child Health and Safety
- Children's Literature
- Young Children and the Media
- Children's Services Industries
- Historical and Cultural Context of Child

Why choose Exploring Early Childhood?

- Allows students to take a Senior Course of study in an area of interest.
- Students will have the opportunity to complete a Personal interest study in a chosen area of child development and to undertake work experience with children.
- The course offers learning experiences that can lead to further study at TAFE or university. Students will be able to successfully interact with children, be it as a parent, friend, carer or educator.



Financial Management (Money Smart)

Are you going through some first time experiences like buying your first car, moving out of home, first job or getting your first big bill? Everyone is a learner first time around and it's easy to make mistakes - mistakes that can cost you alot. Be "MoneySmart" and make smart decisions about your money.....your future!

This course is designed to equip young people transitioning into adulthood with the motivation and tools to manage their money with confidence. Being 'MoneySmart' is a core life skill. In a rapidly changing world of personal finance, young people will benefit from gaining and applying the knowledge, understanding, skills and behaviours to establish good consumer and financial habits.

- Course structure - 120 hours for Year 11 and Year 12 Courses (2 unit)

Modules for Year 11 course include:

- First Car
- Credit and debt
- Mobile phone ownership
- Moving out of home
- Online financial transactions
- First job
- You be the Boss (Business project)

Why choose Financial Management?

- This course is designed to develop students' consumer and financial literacy capabilities.



Marine Studies

The Year 11 and Year 12 Marine Studies courses are designed to allow students to develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

Year 11 Marine Studies involves:

- Marine Safety and First Aid
- Seafood Handling and Processing
- Dangerous Marine Creatures
- Coastal Studies
- Oceanography

Year 12 Marine Studies involves:

- Sea Birds of Our Coast
- Aquaculture
- Marine Archaeology
- Marine Aquarium

Why choose Marine Studies?

- It is a perfect introduction for people wanting to work in the field of Marine Studies
- Will allow you to explain the impact of humans upon marine environments and of selected aspects of commercial fishing.
- An interesting and relevant field of study becoming increasingly important due to marine pollution and the need to feed a growing world population.



Photography

The Year 11 and Year 12 Photography, Video and Digital Imaging courses are designed to allow students to:

- explore contemporary practices that use photography and digital media as ways of understanding the world
- investigate photography and digital media in contemporary television, film, video, mass media, multimedia and on-line
- explore at a practical level ways of participating in these fields
- examine and use technologies in digital applications
- gain an increasing confidence, accomplishment and independence in their represented of ideas in the fields of photography and digital imaging.

Year 11 Photography involves:

- exploring photographic composition and the digital camera
- taking photos of landscapes, portraits and objects
- investigating an issue as a photo-documentary
- presenting a portfolio of work showing a developing personal style
- experimenting with digital manipulation

Year 12 Photography involves:

- exploring and developing digital conventions and manipulating images in camera and on screen
- developing a personal style in photo documentary print or digital genre
- preparing for and entering photographic competitions
- presentation of a vocationally orientated portfolio

Why choose Photography?

- There is a wide field of vocational application for skills developed in photographic and digital media including web design, media management, graphic arts, interior design, magazine and news on line and in print, photographic journalism, commercial screen printing, video and film production, and advertising to name a few.
- The development of portfolios is an excellent tool for use in interviews in many areas in seeking employment or in tertiary education, showing organisational skills and an ability to complete self-motivated and complex tasks
- Photography can be a medium of personal expression and interpreting the world.



Sport, Lifestyle and Recreation

The Year 11 and Year 12 Sport, Lifestyle and Recreation are designed to allow students to develop:

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles and processes impacting on the realisation of movement potential
- the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

Year 11 and Year 12 Sport, Lifestyle and Recreation involve:

- A selection of modules that are of a 20 – 40 hour duration

The modules that will be studied in Sport, Lifestyle and Recreation are:

Year 11

First Aid
Healthy Lifestyle
Games and Sports Application

Year 12

Sports administration
Resistance training
Individual games and sport application
Outdoor recreation

Why choose Sport, Lifestyle and Recreation?

- Allows you to make informed choices on methods of diet and exercise
- Realise and understand the physiological functions of the human body
- Develop a capacity to influence the participation and performance of self and others
- Career options and/or interests may include aspects of coaching, training, massage, sport administration etc.
- Develop first aid skills with knowledge on how to manage an emergency situation.



Visual Design

The Year 11 and Year 12 Visual Design courses are designed to allow students to:

- exploit the link between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function.
- explore the qualities of symbolic meaning, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.
- analyse and make informed judgements about designed works that surround them through the critical and historical study of designed images and objects.
- develop knowledge skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.
- develop knowledge and skills and understandings that lead to increasingly accomplished critical and historical investigations of design.

Main topics will be selected in any of the four broad fields of:

- graphic design
- wearable design
- product design
- interior/exterior design.

The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connects further between the fields. The Occupational Health and Safety Module are mandatory in any course.

Particular Course requirements: Students are required to keep a diary throughout the course.

Why choose Visual Design?

- There is a wide field of vocational application for skills developed in Visual Design including web design, visual designers within advertising, education, computer games, film and television production and cultural institution, web interactive media designers, design or brand strategists, visual systems, creative director to mention a few.
- As a medium of personal expression and interpreting the world

Work Studies

The Year 11 and Year 12 Work Studies courses are designed to allow students to:

- Developing knowledge and understanding of work and skills for employment
- Acquiring knowledge and understanding of employment options, career management, life planning and further education and training
- Learning new skills for success in the workplace

Modules covered include:

- My Working Life
- In the Workplace
- Preparing Job Applications
- Team Work and Enterprise Skills
- Personal Finance
- Self-Employment
- Work Experience (optional)
- Managing Work and Life Commitments
- Volunteering/unpaid work
- Work Place Communication
- Career Planning

Course structure: 120 hours Year 11 and Year 12 course (2 units)

Why choose Work Studies?

This course is designed to develop students' skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.



Board Endorsed Courses - VET

FSK20113 Certificate II in Skills for Work and Vocational Pathways Tamworth RTO 90162 (FSK release 1.1) or Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways
2020 STAGE 6 BOARD ENDORSED COURSE DESCRIPTION –
SKILLS FOR WORK AND VOCATIONAL PATHWAYS



This Course is available as	2Units x 1year/120 hours	3Units x 1 year/180 hours	2Units x 2years/240 hours
<i>The volume of learning usually includes 240 indicative hours. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>			
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>			

Board Endorsed Course	Nil status for Australian Tertiary Admission Rank (ATAR)
Participants in this program are all enrolled in the NSW Higher School Certificate (HSC) or Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.	
Course description - This course is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from https://www.aapathways.com.au/careers-for-australian-apprenticeships-traineesh/job-pathways	

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. <i>Please discuss units of competency with your school.</i>			
Compulsory/Core Units		Elective Units	
FSKDIG03	Use digital technology for routine workplace tasks	Elective units are available across varied vocational pathways and will need to be negotiated with each school and in consultation with Public Schools NSW Tamworth RTO 90162.	
FSKLRG09	Use strategies to respond to routine workplace problems		
FSKLRG11	Use routine strategies for work-related learning		
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work		
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work		
FSKOCM07	Interact effectively with others at work		
FSKRDG10	Read and respond to routine workplace information		
FSKWTG09	Write routine workplace texts		
Course contribution (to be made directly to school): \$ NIL Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Course specific resources and equipment: Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. <i>Please discuss with your school if you are unable to, or have difficulty meeting these requirements.</i>		<ul style="list-style-type: none"> N/A 	

Exclusions:

VET course exclusions can be checked on NESA website at

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

Assessment and course completion**Competency-based assessment**

Students in this course, work to achieve at level 3 as determined by The Australian Core Skills Framework, while developing the skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Work Placement

Some work placement may be undertaken in this course if students are deemed ready for work placement.

Optional HSC examination

There is no HSC Examination for this course.

Specialisation studies

There is no specialisation study associated with this course.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills:

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs)

There is no SBAT pathway associated with this course.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

Mandatory Requirement from Department of Education

Life Ready

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities.

Life Ready aims to help prepare senior students to:

- confidently and successfully transition to post-school employment, training or further education as well as participation and independence in the community
- lead healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

Life Ready is divided into six relevant and contemporary learning contexts:

- Independence
- Mental Health and wellbeing
- Respectful relationships
- Sexuality and sexual health
- Drugs and alcohol
- Safe travel

Life Ready focuses on encouraging students to think critically, solve problems and make informed decisions related to independence, health, safety and wellbeing.



Entering University, TAFE and the Workforce information

Entry to University

Some courses have prerequisites or assumed knowledge. This means that students must successfully study particular Year 12 subjects before they can begin the university course. If students do not have the required course, they will not be selected for the course (prerequisites) or will have to complete a bridging course before beginning university (assumed knowledge). For example, most Science, Engineering and Technology courses require at least 2 Unit Mathematics (Not 2 Unit General Mathematics). Some Art and Design courses require 2 Units in Visual Arts. Most Business courses require 2 Unit Mathematics. Students should research requirements by speaking to the Careers or Transition Adviser; reading the University Entry Requirements – Year 10 Booklet for 2014; and checking with individual universities.

Entry to TAFE

Diploma and Associate Diploma courses require Year 12 to be successfully completed. **TAFE does not use ATAR** results but is more interested in the individual subject results gained. Students are selected based on demonstrated aptitude, ability, experience and interest in the chosen area of study. Fine Arts, Graphic Design and Fashion Design courses all require a portfolio of work plus an interview or aptitude test. You are more likely to have a good quality portfolio if you have studied Visual Arts or Design & Technology subject for the Year 12. Accounting and Engineering courses require 2 Unit Mathematics. Students may be granted *Advanced Standing* for some Year 12 courses.

This means your Year 12 study can count towards a TAFE award and that you would not need to study certain modules in that TAFE course. For example – if you studied a TAFE delivered VET course in Hairdressing, you would have completed 1 semester (6 months) of the first year of an Apprenticeship.

Entry to the Workforce

Students should use their senior study to year increase their employability. There are a range of subjects which will help you build the skills employers require. These skills include communication and presentation skills, working well with others, research and information gathering skills, flexibility, time management and self-discipline.

These skills are developed in nearly all subjects so choose the subjects you enjoy but be conscious of the skills you are developing so you can promote them to employers. Many employers are more interested in your school reports and comments than in your final Year 12 results. So, consistent effort in all subjects will also increase your employability.

The Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is a system of 17 national qualifications that assists students to plan their careers and learning.

School Sector Accreditation	Vocational and Technical Education Sector Accreditation	Higher Education Sector Accreditation
		Doctoral Degree
		Masters Degree
	Vocational Graduate Diploma	Graduate Diploma
	Vocational Graduate Diploma	Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Associate Degree, Advanced Diploma
	Diploma	Diploma
Senior Secondary E.g. Year 12	Certificate IV	
	Certificate III	
	Certificate II	
	Certificate I	

University Study - A Guide to School Subject Selection

Universities differ greatly in their entry requirements. This information is meant to be used as a general guide only. You should always check with the university of your choice to confirm the relevant information.

Architecture/Design and Planning

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

Arts/Humanities

Degree programs in arts and liberal studies do not normally require a particular program of study at secondary school. A satisfactory level of English is required by some universities. If you wish to study foreign languages as your major subject, however, you would be advised to include the language of your choice in your Year 12 program although in many cases it is possible to take introductory language courses which do not require prior study.

Business/Commerce/Economics/Marketing and Hospitality

Subjects such as accounting, banking, economics, econometrics, finance, information systems, management and marketing all require at least two units of Mathematics as either a pre-requisite or assumed knowledge. Year 12 Economics and Business Studies is considered a useful but not essential preparation for courses in these areas.

Communications/Media Studies

Most courses in these areas do not require a particular course of study at secondary school. However, a questionnaire and/or interview may be required, in addition to the ATAR, for admission.

Education/Teaching

In some universities courses in education may be taken in an arts, science or other program. Some universities also offer a separate teacher education program in Early Childhood, Primary and Secondary Education. Students who wish to qualify as a secondary teacher must also fulfil the entry requirements for study in their proposed area of teaching specialisation. For intending early childhood or primary teachers, universities require satisfactory levels of Mathematics and/or English. Please note that the Department of Education & Communities requires all intending Primary Education teachers to have included at least 2 units of both Mathematics and English in their Year 12 program.

Engineering

At least 2 unit Mathematics and 1 unit Extension Mathematics are recommended for the study of all branches of engineering. At least 2 units of Physics is also recommended. Engineering Studies, Chemistry and Software Design & Development are considered a useful but not essential preparation for engineering.

Environmental Studies

Most courses do not require a particular pattern of study. Most institutions, however, recommend a background in science subjects such as Chemistry, Mathematics (not General Mathematics) and Physics or Biology or Earth and Environmental Science.

Human Movement/Sport Sciences

Most courses in these areas do not require a particular program of study at secondary school. However, a background in Science subjects and Mathematics is recommended by some universities. Some universities also require you to provide additional information relating to your sporting achievements.

Information Technology

Studies in this area may require Mathematics. Note that some institutions require higher levels of Mathematics.

Law

Generally, there are no pre-requisites or levels of assumed knowledge associated with any legal course, although students contemplating a law program combined with arts, business, commerce, economics, engineering, science, social sciences or social welfare must comply with the requirements for those courses.

Medical/Biological Sciences (including dentistry, medicine, optometry, pharmacy and veterinary sciences)

Students intending to take up studies in these areas are advised to include at least two units of Mathematics, Chemistry and either Physics or Biology in their Year 12 program. Some universities prefer the combination of Chemistry and Physics while others may have no preference as long as mathematics and chemistry are included.

Nursing

Students intending to undertake nursing studies are generally advised to include at least two units of Mathematics and two or more units of science, preferably Chemistry and Biology.

Paramedical Sciences

(including diversional therapy, medical imaging, medical radiation technology, occupational therapy, orthopaedics, physiotherapy, radiography and speech therapy) Students intending to take up studies in any of these areas are advised to include at least two units of Mathematics and science, preferably Chemistry (2 Unit Physics for medical imaging or medical radiation technology) in their Year 12 study program.

Performing/Creative Arts/Visual Arts

Students intending to undertake studies in these areas are advised to gain experience outside the school environment. Entry to most of these courses requires an audition, interview or portfolio (or a combination of these) as well as a suitable ATAR. The study of 2 unit Visual Arts may be helpful for courses in the creative arts area.

Science/Applied Science

Most courses in applied science are three or four-year professional courses that involve the study of Mathematics, Chemistry, Physics and either Biology or Earth & Environmental Science in first year. 2 unit Mathematics and 1 unit Extension Mathematics are the assumed level of knowledge for courses in the technologies such as textiles and metallurgy while 2 unit Mathematics is acceptable in areas such as food technology and the agricultural and rural sciences. Computer science is taught on the assumption that students have studied 2 unit Mathematics and 1 unit Extension Mathematics. Most science courses require students to have studied as much Science and Mathematics as they can effectively handle. Science subjects should include both Chemistry and Physics, if possible.

Social Sciences

Social Sciences may include the study of economics, education, geography, law psychology and sociology, 2 Unit Mathematics may be required for some subjects.

Social Work/Welfare

Most courses in these areas do not require a particular program of study at secondary school. If psychology is included as part of the course then Mathematics is strongly recommended.

Tourism/Hospitality

Most courses in these areas do not require a particular program of study at secondary school although economics/business studies may be useful.

Appendix

Useful websites

The NSW Educational Standards Authority Website:

<http://www.boardofstudies.nsw.edu.au>

The University Admissions Centre:

<http://www.uac.edu.au>

Queensland Tertiary Admissions Centre:

<http://www.qtac.edu.au/>

TAFE NSW

www.tafensw.edu.au

Career information

www.jobguide.deewr.gov.au



Southern Cross
SCHOOL OF DISTANCE EDUCATION