



Southern Cross

SCHOOL OF DISTANCE EDUCATION

Stage 6

Course information 2021

Our school stands proudly on Bundjalung land

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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

- May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)
- Compulsory HSC Examination for most courses

Category B Courses

- No more than 2 units of Category B courses can be included in the calculation of a student's ATAR
- 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

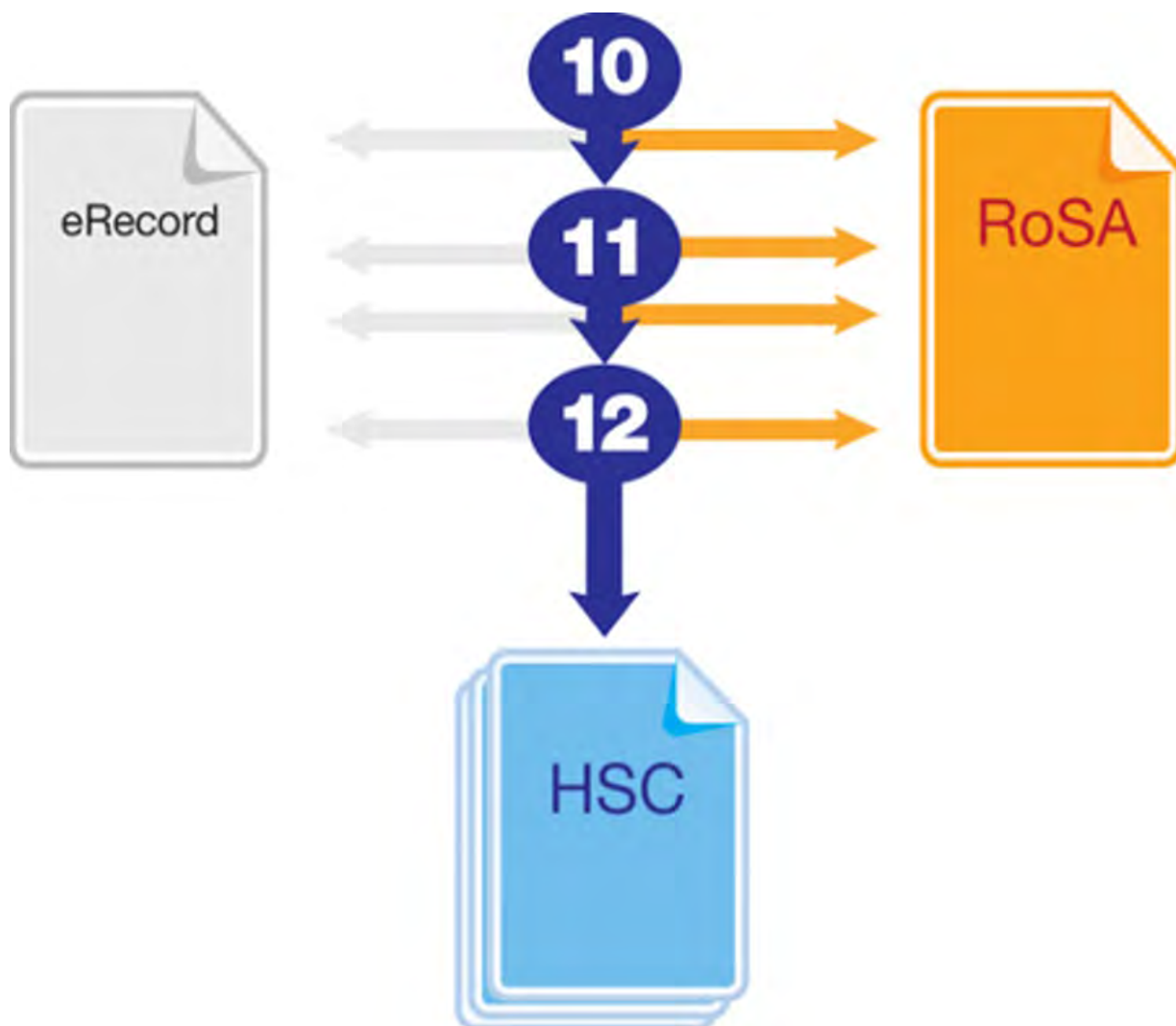
- at least 12 units (i.e. 6 subjects) in Year 11 and 10 units (i.e. 5 subjects) in Year 12
- at least 6 units (i.e. 3 subjects) of Board Developed courses including at least 2 units of English

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 of this book page 72



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:

2021	2022
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

2021	2022	2023
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	Mathematics Standard 2 Year 11	Mathematics Standard 2 Year 12

Non ATAR

2021	2022	2023
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	Mathematics Standard 1 Year 11	Mathematics Standard 1 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

- EVET booklets are available from your Year Adviser.



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

www.educationstandards.nsw.edu.au

Southern Cross School of Distance Education website

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

Head Teacher Curriculum: 6681 0372

Senior Pathways Advisers: 6681 0300

Faculty 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</p> <ul style="list-style-type: none"> Aboriginal Studies English Advanced English Standard English Studies English Extension <p>Contact: Head Teacher English</p>	<p>History</p> <ul style="list-style-type: none"> Ancient History Modern History <p>Contact: Head Teacher History</p>
<p>HSIE</p> <ul style="list-style-type: none"> Business Studies Economics Financial Management Geography Legal Studies Society and Culture Studies of Religion Work Studies <p>Contact: Head Teacher HSIE</p>	<p>Mathematics</p> <ul style="list-style-type: none"> Mathematics Standard 1 Mathematics Standard 2 Mathematics Mathematics Extension 1 <p>Contact: Head Teacher Mathematics</p>
<p>Science</p> <ul style="list-style-type: none"> Physics Chemistry Biology Earth & Environmental Science Investigating Science Marine Studies Agriculture <p>Contact: Head Teacher Science</p>	<p>PDHPE</p> <ul style="list-style-type: none"> Personal Development, Health, Physical Education Community and Family Studies Sport, Recreation and Lifestyle Studies Driver Education Outdoor Recreation <p>Contact: Head Teacher PDHPE</p>
<p>Languages</p> <ul style="list-style-type: none"> Indonesian Italian French German Japanese Spanish Beginners, Continuers and Extension courses (Year 12 only) are available in most languages <p>Contact: Head Teacher Languages</p>	<p>TAS</p> <ul style="list-style-type: none"> Design and Technology Food Technology Engineering Studies Textiles and Design VET Hospitality Exploring Early Childhood Computing Applications Information Processes and Technology IT Multimedia Software Design and Development <p>Contact: Head Teacher TAS</p>

<p>Creative Arts</p> <p>Visual Arts Photography Visual Design Music Dance</p> <p>Contact: Head Teacher CAPA</p>	<p>VET</p> <p>Hospitality Retail Services Business Services Foundation Skills</p> <p>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</p> <p>Contact: Head Teacher VET</p>
<p>Need to ask other questions?</p> <p>Pathway Options? Patterns of study? Other concerns?</p> <p>Contact: Head Teacher Curriculum</p> <p>Contact: Senior Pathway Adviser</p> <p>Contact: Stage Adviser</p>	<p>All students are required to study Life Ready.</p> <p>The Life Ready course is a Personal Development and Health Education 25 hour mandatory course for all students in years 11 and/or 12.</p> <p>Please refer to page 77</p>

2021 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	TAFE delivered VET Course See your Year Advisor

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

Business Services	Retail Services	Hospitality
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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	Marine Studies
Photography (Photography, Video and Digital Imaging)	Sport, Lifestyle and Recreation	Work Studies
Visual Design	TAFE delivered VET Course See your Year Advisor	

Not available for Single Course Enrolment

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

Study a TAFE course as part of the HSC

TVET (TAFE Vocational Education & Training) Courses (availability will depend on location)



- Animal Studies
- Automotive
- Aviation and Aero skills
- Baking
- Beauty Services
- Business Services
- Construction
- Community Services
- Dance, Theatre, and Events Design Fundamentals
- Early Childhood Education and Care
- Electrotechnology
- Engineering
- Entertainment Industry
- Fashion Design
- Financial Services
- Fitness
- Floristry
- Furniture Making
- Hospitality
- Human Services
- Information and Digital Technology
- Laboratory Skills
- Maritime Operations
- Music Industry
- Plumbing
- Primary Industries
- Real Estate Practice and Property Retail
- Retail Services
- Salon Assisting
- Screen and Media
- Shearing and Wool Handling
- Signs and Graphics
- Sport and Recreation
- Tourism, Travel, and Events
- Visual Arts
- Warehousing Operations

Contact your Year Adviser to discuss TVET options



Aboriginal Studies

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

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 colonialization by First Nations people here and overseas, 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.



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

If you're interested in investigating ancient people and societies using physical and written remains, then ancient history is for you. In ancient history we explore:

- a range of cultures, beliefs, ideas and values – including aspects of life from Ancient Egypt, Greece, Persia and Rome
- written and non-written sources, as well as modern interpretations of ancient times
- how to use evidence from sources to reconstruct the past – to learn the story of ancient people, societies and events. Year 11 and Year 12 Ancient History courses are designed to allow students to:

In Year 11, students undertake an historical investigation of their own choice. They also examine:

- the nature of ancient history
 - ancient sites and sources
 - the treatment and display of human remains
- the ancient archaeological sites of Thera and Persepolis
- Egyptian death and funerary customs
- Roman art and architecture.



In the HSC course, ancient history students investigate:

- Pompeii and Herculaneum – the cities buried by Mount Vesuvius' eruption
- Greece 500 to 440BC – the Persian Wars and development of the Athenian Empire
- Xerxes – King of Persia, how he ruled, what the sources tell us and how we view him today
- Spartan society – how it was structured, how people lived and died

You should choose ancient history if you're interested in:

- ancient times, personalities, archaeology and research
- new technologies and science and how we use them to learn about the ancient past
- reading, examining archaeological sources and using technologies to create your own reconstruction of the past
- learning valuable employment skills such as researching, analysing, synthesising and evaluation, as well as improving your written and oral communication.

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 Services

This is a VET course. Please see further information on page 73

Certificate II in Business –

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. The course will also assist students to develop skills in:

- Communication
- Teamwork in a business environment
- Problem solving
- Innovation and enterprise
- Planning and organising (prioritising)
- Deliver customer service

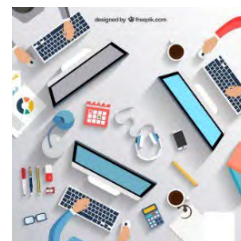
Assessment

- Assessment strategies may include:
- Direct observation of practical work
- Written questioning
- Structured tasks including scenarios and case studies
- Portfolios of evidence collated by students



Further Study

- Certificate III, Certificate IV and/or Diploma in the field of Business.
- For example:
- Administration
- Marketing
- Human Resources
- Business Sales



Job Roles

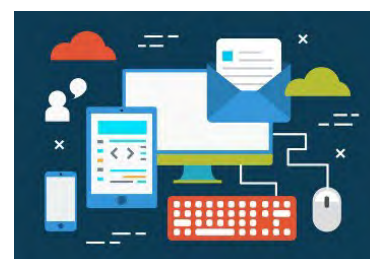
- Individuals with this qualification are able to perform roles, such as:
- Administration Assistant Clerical Worker Data Entry Operator Information Desk Clerk
- Office Junior
- Receptionist

Career Pathways

- Administration Officer, Administrative Assistant, Clerical Officer, Data Entry Operator, Information Desk Clerk, Office Assistant, Receptionist

Personal Requirements

- Able to work methodically, accurately and neatly
- Good oral and written communication skills
- Able to work as part of a team
- Neat personal appearance.



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?

- It is a board developed subject which can lead to further studies at University in Business and other related areas such as Economics, Tourism and Law.
- 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:

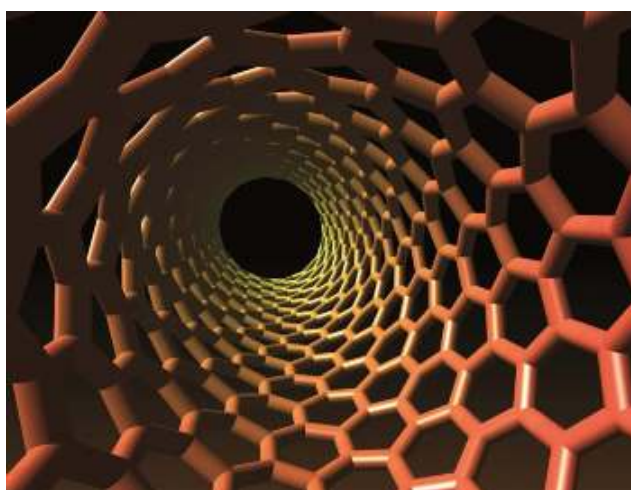
- Module 1: Properties and structure of matter
- Module 2: Introduction to quantitative chemistry
- Module 3: Reactive chemistry
- Module 4: Drivers of reactions

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

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.

Remember that critical thinking, clear communication and the capacity for empathy are core capacities in the 21st century workforce.

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.

Remember that critical thinking, clear communication and the capacity for empathy are core capacities in the 21st century workforce.

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.

Remember that critical thinking, clear communication and the capacity for empathy are core capacities in the 21st century workforce.

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
- Explore 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 three Modules: The Common Module, (Reading To Write), Contemporary Possibilities and a Close Study of Text.
- This course prepares students for the Year 12 and reflects the content and structure of the year 12 course.

Year 12 English Standard involves:

- The four modules set for study:

Common Module: Texts and Human Experience

Module A: Language, Identity and Culture

Module B: Close study of text

Module C: 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.

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 develops your communication skills and capacity for empathy that are core capacities for university and a dynamic, 21st century workforce.

English Studies

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

- Choose University accreditation by sitting the Year 12 examination of the Common Module and/or
- Complete 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
- Develop effective communication and literacy skills

Year 11 English Studies involves:

- The study of a mandatory unit Achieving through English: English in education, work and community
- Several electives are also studied. These focus on areas such as media, travel 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.

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 and multimodal
- Choosing to sit for a Year 12 exam to attain an Australian Tertiary Admission Ranking (ATAR) – not compulsory.

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:

Remember that critical thinking, clear communication and the capacity for empathy are core capacities in the 21st century workforce.

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

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:

- Fieldwork
- 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 you to actively discover the world around you through field studies and research (Sample your world!)
- Enables you to keep up to date with local, national and global 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!)



Hospitality

This is a VET course. Please see further information on page 75.

Certificate II in Hospitality

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Skills and knowledge will prepare the students in providing effective hospitality service to customers

Assessment

- Observation
- Student demonstration
- Questioning
- Written tasks
- Online assessments



Further study

After achieving Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism

Job roles

- Bar attendant
- Bottle shop attendant
- Catering assistant
- Cafe attendant
- Front of house assistant
- Barista
- Gaming attendant
- Porter
- Room attendant



Personal requirements

- Neat personal appearance
- A high level of personal hygiene
- Good communication skills
- Good memory
- Polite and patient
- Enjoy working with people
- Able to work as part of a team
- Able to handle money
- Able to cope with the physical demands of the job



Career pathways

Bar Attendant, Bottle Shop Attendant, Café Attendant, Catering Assistant, Front Office Assistant, Porter, Gaming Attendant, Food And Beverage Attendant, Room Attendant.

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 NES (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.



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.



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

Language Electives

The Languages Faculty offers study in Year 11 and 12 Beginners and Continuers courses. The languages of study offered include:

- French
- German
- Indonesian
- Italian
- Japan
- Spanish

In each language you will learn about:

- The language and culture and how it is interrelated
- Being a part of the global community and the benefits you receive by doing so
- The skills you need to learn languages and be a lifelong language learner

You will learn to:

- Communicate effectively in spoken and written text
- Communicate with people through a variety of modes
- Make connections between your culture and life in Australia with people and their culture and modern life in the other countries

Indonesian

Indonesia is our nearest Asian neighbour and one of our most popular holiday destinations. Australia and Indonesia have had connections for hundreds of years and we continue to have links in areas such as commerce, tourism and defence.



Italian

Italian is known as the language of the arts. If you are interested in art, music, fashion design, cuisine or ancient history, studying Italian will enrich your enjoyment of these subjects.



Japanese

Japan is one of Australia's major trading partners

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.



Spanish

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.

Think ¡fiesta! Think ¡flamenco! Think ¡fútbol!



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 the relationship between Justice Law & Society
- examine the developments and reform of law as a reflection of society

Year 11 Legal Studies involves:

- The Legal System – basic terms, sources and operation
- The Individual and the Law – balancing the rights of the individual with the needs of the state
- The Law in Practice – investigate contemporary issues that illustrate how the law operates in practice

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?

- It will help you be a more informed consumer, voter and community member
- 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.



Mathematics Advanced

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:

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric functions and identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

Year 12 Mathematics involves:

- Graphing Techniques
- Trigonometric Functions and Graphs
- Differential Calculus
- Applications of Differentiation
- Integral Calculus
- Modelling Financial Situations
- Descriptive Statistics and Bivariate Data Analysis
- Random Variables



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:

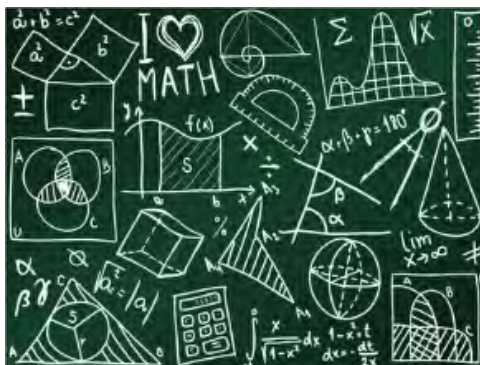
- Further work with Fractions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

Year 12 Mathematics Extension 1 involves:

- Proof by Mathematical Inductions
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

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.
- The Mathematics Exertion 1 course is taught concurren5tly or after the mathematics Advanced course



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:

- Formulae and Equations
- Linear Relationships
- Applications of Measurement
- Working with Time
- Money Matters
- Data Analysis
- Relative Frequency and Probability

Year 12 Mathematics Standard 2 involves:

- Types of Relationships
- Right-angled Triangles
- Rates
- Scale Drawings
- Investment
- Depreciation and Loans
- Further Statistical Analysis
- Networks and Paths

Why choose Mathematics Standard 1?

- Mathematics Standard 1 delivers 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.

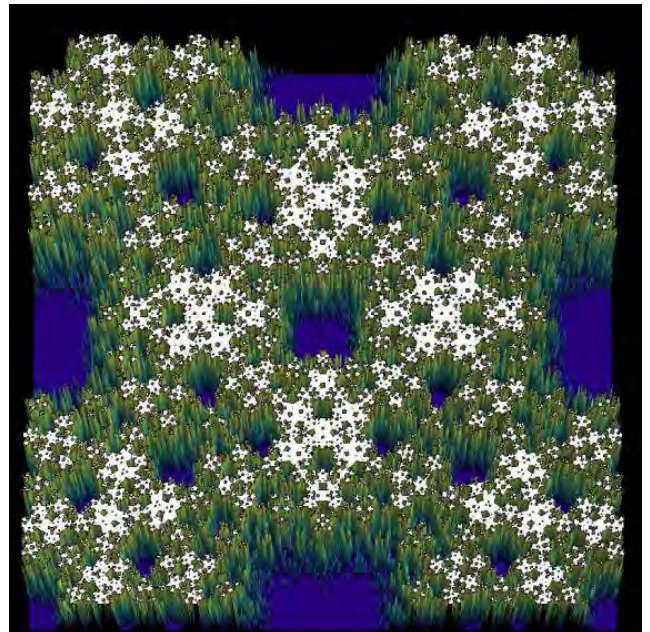
Focus on how to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.

Year 11 Mathematics Standard involves:

- Formulae and Equations
- Linear Relationships
- Applications of Measurement
- Working with Time
- Money Matters
- Data Analysis
- Relative Frequency and Probability

Year 12 Mathematics Standard 2 involves:

- Types of Relationships
- Non Right-angled Trigonometry
- Rates and Ratios
- Investments and Loans
- Annuities
- Bivariate Data Analysis
- The Normal Distributions
- Network Concepts
- Critical Path Analysis



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

If you want to learn more about the world you're living in, the forces, people and events that shaped it, then modern history is for you. In modern history we investigate:

- people, ideas, movements, events and developments of the late 19th and 20th centuries
- written and non-written evidence and how our perspectives have changed over time
- the background to issues of today – possible motivations and actions of individuals and groups and how they shaped today's world.

In Year 11, students undertake an historical investigation of their own choice. They also examine:

- the nature of modern history
 - ancient sites and sources
 - contestability of the past
- World War I and how it shaped the modern world
- The last of the Tsars – the decline and fall of the Romanovs of Russia
- The origins of the Arab-Israeli conflict



In the HSC course, modern history students investigate:

- Power and Authority in the Modern World 1919 to 1946 – Hitler, Mussolini, Stalin and the Japanese military dictatorship
- Russia and the Soviet Union 1917 to 1941 – communist revolution of Lenin and the Soviet state under Stalin
- Conflict in Indochina 1954 to 1979 – the Vietnam War, Pol Pot and the Khmer Rouge
- Civil Rights in the USA 1945 to 1968 – Martin Luther King, Malcolm X and key events of the civil rights movement including the Bus Boycott, desegregation, Freedom Rides and so on.

You should choose modern history if you're interested in:

- key personalities, events and movements of the 20th century
- reading, viewing documentaries and studying evidence to form your own opinion about past events
- exploring why and how things happened – what caused them, what changed them
- learning valuable employment skills such as researching, analysing, synthesising and evaluation, as well as improving your written and oral communication

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 its 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. (e.g. 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.

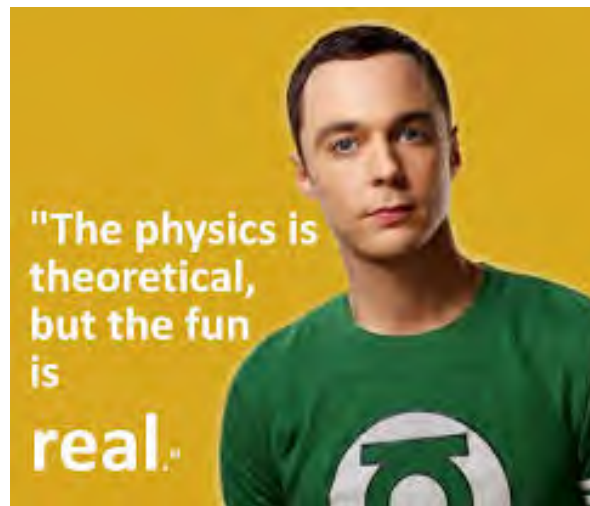
The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

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!

Retail Services

This is a VET course. Please see further information on page 74

Certificate III in Retail

With this qualification the student is able to perform roles such as:

- Providing product and service advice in a retail store
- Selling products and services in a variety of retail settings
- Operating a checkout area
- Preparing and selling fast food items
- Checking stock, rotate and replenish retail shelves
- Organising and maintaining work areas, merchandising and building displays



Assessment

- Assessment strategies may include:
- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



Career Pathways

- Sales Assistant
- Retail Office Assistant Sales Administrator Retail Store Manager
- Customer Service Representative

Personal Requirements

- Enjoy working with people
- A helpful, courteous manner
- Neat personal appearance
- Good communication skills
- Able to deal accurately with money
- Motivation and drive
- No skin disorders if working with food
- Good problem-solving skills
- Willing to work as part of a team



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

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.



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 NESA: 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 a lot. 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)

Year 12 course includes:

- Financial goals
- Personal budgets
- Savings plans
- Consumer choice
- Tax, super and you

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.



Skills for Work & Vocational Pathways

Certificate II in Skills for Work and Vocational Pathways

Students develop key employability skills and a range of foundation skills through project and work-based learning opportunities. This Board Endorsed Course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem solving skills that relate directly to the workplace. Work placement is option

Pathways to employment of further training

The course is suitable for individuals preparing for entry to the workforce or vocational training pathways who require:

- a pathway to employment
- reading, writing, numeracy, oral communication and learning skills at ACSF Level 3
- entry level digital and employability skills
- a vocational training and employment plan



Assessment

- Assessment strategies include:
- Written questioning
- Direct observation of practical skills
- Project and work-based learning



Personal Requirements

- Willing to learn new skills
- Enjoy working as part of team
- Keen to develop an employment plan
- Like to improve literacy, numeracy, communication and problem solving skills

Further study

- Further training pathways in interest areas such as, but not limited to:
- Certificate III in Carpentry, Concreting or Bricklaying/Blocklaying
- Certificate III in Agriculture, Horticulture or Landscape Construction
- Certificate III in Business or Business Administration (e.g. Legal, Medical)
- Certificate III in Tourism, Events, Commercial Cookery or Hospitality
- Certificate IV in Retail Management or Community Pharmacy



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

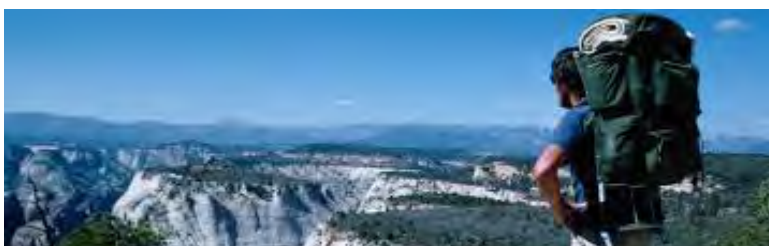
- First Aid
- Healthy Lifestyle
- Games and Sports Application

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:

- Develop knowledge and understanding of work and skills for employment
- Acquire knowledge and understanding of employment options, career management, life planning and further education and training
- Learn 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
- Workplace reward and workplace 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.






VOCATIONAL EDUCATION AND TRAINING VET COURSES 2021

**NATIONALLY
RECOGNISED TRAINING**

Vocational Education and Training (VET) Courses 2021

		<h2 style="text-align: center;">Business Services</h2> <h3 style="text-align: center;">Certificate II in Business BSB20115</h3>	
Course: Business Services Board Developed Course		2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)	
<p>This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.</p>			
Business Services Training Package (BSB v5)		Electives	
Units of Competency <u>Core</u> BSBWHS201 Contribute to health and safety of self and others		BSBCUS201 Deliver a service to customers BSBUS201 Participate in environmentally sustainable work practices BSBIND201 Work effectively in a business environment BSBINM201 Process and maintain workplace information BSBINN201 Contribute to workplace innovation BSBITU211 Produce digital text documents BSBITU212 Create and use spreadsheets BSBWOR202 Organise and complete daily work activities BSBWOR203 Work effectively with others BSBWOR204 Use business technology TLIP2029 Prepare and process financial documents BSBITU307 Develop keyboarding speed accuracy	
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.			
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.			
Recommended Entry Requirements Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.			
Examples of occupations in the business services industry: <ul style="list-style-type: none"> • administration assistant • office junior • information desk operator • clerical worker • receptionist • data entry operator 			
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Business Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.			
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.			
This course can be undertaken online, using paper based course material or a combination.		Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy	
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/			
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			



Retail Services

Certificate III in Retail Services SIR30216

Course: **Retail Services**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Retail Services Training Package (SIR 3.0)

Units of Competency

Core units

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

Elective units

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

Additional for HSC requirements

SIRXSLS002 Follow point of sale procedures

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

Examples of occupations in retail services industry

- | | | |
|------------------------------|--------------------|----------------------|
| ▪ Buyer | ▪ Stock controller | ▪ Visual merchandise |
| ▪ Customer service assistant | ▪ Salesperson | ▪ Merchandise |

Mandatory HSC Course Requirements.

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at

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



Hospitality Food & Beverage

Certificate II in Hospitality SIT20316

Course: **Hospitality - Food and Beverage**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

Electives

SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage

Plus, additional competencies

Category A

SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads

OR

Category B

SITXCOM001	Source and present information
BSBCMM201	Communicate in the workplace
BSBSUS201	Participate in environmentally sustainable work practices
HLTAID003	Provide First Aid

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

This course can be undertaken online, using paper based course material or a combination.

Refunds

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

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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>

Skills for Work & Vocational Pathways

Certificate II in Skills for Work and Vocational Pathways FSK20113

Course: Skills for Work and Vocational Pathways Board Endorsed Course	3 Preliminary or HSC units in total Board Endorsed Course Does not contribute towards Australian Tertiary Admission Rank
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This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

<p>Foundation Skills Training Package (FSK 1.1)</p> <p>The following content is delivered in the 180 hour course</p> <p>Course Units of Competency</p> <p>Core</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 2px;">FSKDIG03</td> <td style="padding: 2px;">Use digital technology for routine workplace tasks</td> </tr> <tr> <td style="padding: 2px;">FSKLRG09</td> <td style="padding: 2px;">Use strategies to respond to routine workplace problems</td> </tr> <tr> <td style="padding: 2px;">FSKLRG11</td> <td style="padding: 2px;">Use routine strategies for work-related learning</td> </tr> <tr> <td style="padding: 2px;">FSKNUM14</td> <td style="padding: 2px;">Calculate with whole numbers and familiar fractions, decimals and percentages for work</td> </tr> <tr> <td style="padding: 2px;">FSKNUM15</td> <td style="padding: 2px;">Estimate, measure and calculate with routine metric measurements for work</td> </tr> <tr> <td style="padding: 2px;">FSKOCM07</td> <td style="padding: 2px;">Interact effectively with others at work</td> </tr> </table>	FSKDIG03	Use digital technology for routine workplace tasks	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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 2px;">FSKRDG10</td> <td style="padding: 2px;">Read and respond to routine workplace information</td> </tr> <tr> <td style="padding: 2px;">FSKWTG09</td> <td style="padding: 2px;">Write routine workplace texts</td> </tr> <tr> <td colspan="2" style="padding: 5px 0 0 0;">Electives</td> </tr> <tr> <td style="padding: 2px;">FSKLRG10</td> <td style="padding: 2px;">Use routine strategies for career planning</td> </tr> <tr> <td style="padding: 2px;">FSKOCM04</td> <td style="padding: 2px;">Use oral communication skills to participate in workplace meetings</td> </tr> <tr> <td style="padding: 2px;">FSKRDG09</td> <td style="padding: 2px;">Read and respond to routine standard operating procedures</td> </tr> <tr> <td style="padding: 2px;">FSKWTG07</td> <td style="padding: 2px;">Write routine formal workplace texts</td> </tr> <tr> <td style="padding: 2px;">BSBITU211</td> <td style="padding: 2px;">Produce digital text documents</td> </tr> <tr> <td style="padding: 2px;">BSBWOR204</td> <td style="padding: 2px;">Use business technology</td> </tr> <tr> <td style="padding: 2px;">FNSFLT202</td> <td style="padding: 2px;">Develop and use a savings plan</td> </tr> <tr> <td style="padding: 2px;">CPCWHS1001</td> <td style="padding: 2px;">Prepare to work safely in the construction industry</td> </tr> <tr> <td style="padding: 2px;">HLTAID002</td> <td style="padding: 2px;">Provide basic emergency life support (First Aid)</td> </tr> <tr> <td style="padding: 2px;">SITFSA001</td> <td style="padding: 2px;">Use hygienic practices for food safety</td> </tr> <tr> <td style="padding: 2px;">SITHFAB005</td> <td style="padding: 2px;">Prepare and serve espresso coffee</td> </tr> </table>	FSKRDG10	Read and respond to routine workplace information	FSKWTG09	Write routine workplace texts	Electives		FSKLRG10	Use routine strategies for career planning	FSKOCM04	Use oral communication skills to participate in workplace meetings	FSKRDG09	Read and respond to routine standard operating procedures	FSKWTG07	Write routine formal workplace texts	BSBITU211	Produce digital text documents	BSBWOR204	Use business technology	FNSFLT202	Develop and use a savings plan	CPCWHS1001	Prepare to work safely in the construction industry	HLTAID002	Provide basic emergency life support (First Aid)	SITFSA001	Use hygienic practices for food safety	SITHFAB005	Prepare and serve espresso coffee
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Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted

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

Recommended Entry Requirements

Certificate II in Skills for Work and Vocational Pathways represents an option for students to demonstrate key employability skills and a range of foundation skills to employers. This course is project based and projects will be determined by the school. The course provides an opportunity for students to demonstrate skills in literacy and numeracy along with communication and problem-solving skills that relate directly to the workplace.

Career Pathways: Skills and knowledge gained are transferable to vocational pathways or various industries.

Mandatory HSC Course Requirements

There is no mandatory workplace learning component in this course. Where a student has not met NESA course completion criteria they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still contribute to an AQF qualification.

External Assessment There is no Higher School Certificate (HSC) examination for the Skills for Work and Vocational Pathways course. The course does not contribute towards an ATAR.

Qualifications

Students who are assessed as competent in sufficient units of competency will be eligible for a FSK20113 Certificate II Skills for Work and Vocational Pathways. Students who do not achieve competency in all the units in the 180 hour course or complete the 120 hour course will be eligible for a Statement of Attainment towards FSK20113 Certificate II in Skills for work and vocational pathways.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Students have the opportunity to gain additional qualifications while completing this course e.g. First Aid and White Card

Exclusions: Community Services - Introduction 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>

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

Many career pathways are available to you after you finish high school, and some can even give you a headstart on your career while you're still at school. Here are some of the opportunities:

University

Some jobs need a university degree (for example, engineer, teacher or paramedic). This normally takes 3- 4 years and there is a cost involved. Some courses have 'prerequisites' (prior knowledge) or assumed knowledge, so it's important to check before selecting your subjects. The following guide will be helpful:

Which degree is right for me?

Things that inspire me...	I'd love to work as a...	Consider these degrees	High school subjects to consider
Helping people and fostering relationships	<ul style="list-style-type: none"> Policy adviser Social worker Mental health or community worker Alcohol and drug rehabilitation counsellor Child protection, disability and domestic violence worker or advocate 	Bachelor of Social Science Bachelor of Community Welfare <i>Or consider the double degree:</i> Bachelor of Social Science, Bachelor of Laws Bachelor of Psychological Science Bachelor of Arts Bachelor of Social Work	English, Aboriginal Studies, Personal Development, Health and Physical Education (PDHPE), Society and Culture, Legal Studies, Community and Family Studies
Human rights and social justice	<ul style="list-style-type: none"> Barrister Lawyer in family, criminal or corporate law, conveyancing, environmental, entertainment or sporting law Legal aid representative Criminologist 	Bachelor of Laws <i>Or consider a double degree:</i> Bachelor of Arts, Bachelor of Laws Bachelor of Business and Enterprise, Bachelor of Laws* Bachelor of Legal and Justice Studies, Bachelor of Laws Bachelor of Psychological Science, Bachelor of Laws Bachelor of Social Science, Bachelor of Laws Bachelor of Sport and Exercise Science, Bachelor of Laws Bachelor of Laws and Creative Writing	Legal Studies, English, Maths, Business Studies, Society and Culture, Community and Family Studies, Modern History
Standing up for peoples rights or ideas	<ul style="list-style-type: none"> Paralegal Legal and/or policy adviser Property conveyancer (NSW) Court administration officer Law enforcement support 	Associate Degree in Law (Paralegal Studies) Bachelor of Legal and Justice Studies <i>Or consider a double degree:</i> Bachelor of Legal and Justice Studies, Bachelor of Laws	
Understanding how the world works	<ul style="list-style-type: none"> Mechanical engineer Civil engineer Robotics developer Alternative energy engineer Environmental engineer Hydrology expert Site supervisor or project manager 	Bachelor of Engineering Systems (Honours) specialising in: <ul style="list-style-type: none"> Civil Engineering Coastal Systems Engineering or Mechanical Engineering. Associate Degree in Civil Construction (Engineering & Management) Diploma of Civil Construction (Engineering & Management)	Maths, Physics, Chemistry, Geography, Earth and Environmental Science, Engineering Studies, Biology
Discovery and scientific enquiry	<ul style="list-style-type: none"> Biologist Ecologist Health scientist or laboratory and field assistant Environmental officer Sustainability consultant Scientist Resources adviser 	Bachelor of Biomedical Science Bachelor of Environmental Science <i>Or consider the combined degree:</i> Bachelor of Environmental Science/Bachelor of Marine Science and Management Diploma of Health Diploma of Science	Biology, Chemistry, Geography, Maths

Things that inspire me...	I'd love to work as a...	Consider these degrees	High school subjects to consider
Events and stories that change our world	<ul style="list-style-type: none"> Content creator Journalist Cultural adviser Writer Publisher Multimedia designer Film and television producer Marketing manager Human rights or social justice advocate 	Bachelor of Arts Bachelor of Art and Design Bachelor of Digital Media Associate Degree of Creative Writing <i>Or consider a double degree:</i> Bachelor of Arts, Bachelor of Laws Bachelor of Laws and Creative Writing	English, Modern History, Media Studies, Community and Cultural Studies
Creativity, design, music and performance	<ul style="list-style-type: none"> Writer Graphic designer Content creator Video maker Multimedia producer Film producer Arts manager 	Bachelor of Art and Design Bachelor of Arts Bachelor of Digital Media	English, Media Studies, Design and Technology, Dance, Drama, Visual Arts
	<ul style="list-style-type: none"> Musician Recording and mastering engineer Recording studio manager Music event promoter Composer 	Bachelor of Contemporary Music	Music, English
	<ul style="list-style-type: none"> Professional artist Designer Arts administrator Arts educator Curator or arts writer 	Bachelor of Art and Design Bachelor of Arts	Visual Art, English, Media Studies, Design and Technology, Software Design and Development
Communicating with words and expressing ideas	<ul style="list-style-type: none"> Novelist or poet Script writer Food, nature, art or travel writer Feature journalist Critic or reviewer Editor, publisher, or copywriter 	Associate Degree of Creative Writing Bachelor of Laws and Creative Writing Bachelor of Arts	English, Modern History, Media Studies, Society and Culture
Innovative and interactive technologies	<ul style="list-style-type: none"> Web or app developer Software engineer Systems administrator Cyber security expert User experience designer Technical support 	Associate Degree of Information Technology Bachelor of Information Technology <i>Or consider the</i> Bachelor of Technology/ Bachelor of Education (Secondary) for teaching IT in secondary schools	English, Maths, Information Processes and Technology, Software Design and Development
Teaching and working with children	<ul style="list-style-type: none"> Primary school teacher Early childhood educator 	Bachelor of Arts/Bachelor of Education (Primary/Early Childhood)	English, Maths, Science
	<ul style="list-style-type: none"> Primary school teacher After school care coordinator Outdoor educator 	Bachelor of Arts/Bachelor of Education (Primary/Early Childhood) Bachelor of Arts/Bachelor of Education (Primary) Bachelor of Arts/Bachelor of Education (Primary/Secondary)	
Helping young people reach their potential	<ul style="list-style-type: none"> Secondary school teacher Technology and Applied Studies (TAS) teacher in secondary school 	Bachelor of Arts/Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Primary/Secondary) Bachelor of Technology/Bachelor of Education (Secondary)	English, Maths, Science
Strategy, planning and evaluating risks	<ul style="list-style-type: none"> Accountant Marketing executive or consultant Public relations manager Human resource manager Product manager Financial planner Banker Digital marketing specialist Business analyst 	Bachelor of Business and Enterprise <i>Or consider these double degrees:</i> Bachelor of Business and Enterprise, Bachelor of Arts* Bachelor of Business and Enterprise, Bachelor of Laws	Business Studies, English, Economics, Information Processes and Technology, Legal Studies, Economics, Maths
A cleaner and greener future	<ul style="list-style-type: none"> Environmental consultant or scientist Marine scientist Forest scientist Aquaculturalist Fisheries manager Sustainability consultant 	Bachelor of Environmental Science Bachelor of Forest Science and Management Bachelor of Marine Science and Management <i>Or consider this double degree:</i> Bachelor of Environmental Science/ Bachelor of Marine Science and Management	Biology, Chemistry, Geography, Maths, Earth and Environmental Science, Physics, Engineering Studies, Agriculture, Industrial Technology

Things that inspire me...	I'd love to work as a...	Consider these degrees	High school subjects to consider
Caring for people and helping them achieve better health	<ul style="list-style-type: none"> Nurse (in settings from GP clinics to hospitals and specialist health services) 	Bachelor of Nursing	English, Maths, Chemistry, Biology, Physics, Community and Family Studies, PDHPE
	<ul style="list-style-type: none"> Midwife 	Bachelor of Midwifery	
	<ul style="list-style-type: none"> Podiatrist (diagnosis and treatment of foot and lower leg disorders) 	Bachelor of Podiatry	English, Biology, Chemistry, Maths, PDHPE
	<ul style="list-style-type: none"> Pedorthist (design and manufacture orthotics and shoes to improve mobility and foot function) Footwear designer 	Bachelor of Pedorthics	
	<ul style="list-style-type: none"> Speech Pathologist 	Bachelor of Speech Pathology	
	<ul style="list-style-type: none"> Osteopath (a health practitioner who treats the musculoskeletal system) 	Bachelor of Clinical Sciences (Osteopathic Studies) + postgraduate study	
	<ul style="list-style-type: none"> Occupational therapist Rehabilitation specialist 	Bachelor of Occupational Therapy	English, Biology, PDHPE
	<ul style="list-style-type: none"> Psychologist Workplace adviser Criminal specialist Behaviour analyst Policy analyst 	Bachelor of Psychological Science plus a Bachelor of Psychological Science with Honours Bachelor of Psychological Science, Bachelor of Laws	English, Maths, Biology, Physics
	<ul style="list-style-type: none"> Sports psychologist Rehabilitation counsellor 	Bachelor of Exercise Science and Psychological Science + postgraduate study	English, PDHPE
Keeping fit and healthy	<ul style="list-style-type: none"> Exercise scientist Strength and conditioning trainer Sport development expert Health and fitness consultant Personal trainer Gym instructor or manager Sports event coordinator Sports marketing manager 	Bachelor of Exercise Science and Psychological Science Bachelor of Sport and Exercise Science <i>Or consider the double degree:</i> Bachelor of Sport and Exercise Science, Bachelor of Laws	English, Maths, Biology, Chemistry, Physics, Business Studies, PDHPE, Community and Family Studies
	<ul style="list-style-type: none"> Dietitian Sports nutritionist Exercise physiologist Osteopath Pathologist, biomedical or health researcher 	Bachelor of Biomedical Science + postgraduate study Bachelor of Sport and Exercise Science + postgraduate study Bachelor of Exercise Science and Psychological Science Bachelor of Clinical Sciences (Osteopathic Studies) + postgraduate study	
Seeing the world and working with people	<ul style="list-style-type: none"> Hotel or resort manager Ecotourism operator Tour guide Event organiser Destination planner Travel agent Tourism operator or marketer Food and beverage manager 	Bachelor of Business in Hotel Management Bachelor of Tourism Management Diploma of Hotel Management	English, Business Studies, Legal Studies, Community and Family Studies, Economics, Maths
Working with people from diverse cultural backgrounds	<ul style="list-style-type: none"> Community liaison Policy officer Community worker Paralegal International aid worker 	Bachelor of Indigenous Knowledge Bachelor of Legal and Justice Studies Bachelor of Social Science Bachelor of Community Welfare Bachelor of Arts Bachelor of Social Work	English, Aboriginal Studies, Geography, Legal Studies, Business Studies, Studies of Religion, Society and Culture

Vocational Education and Training (VET)

Vocational Education and Training (VET) focuses on providing practical skills for work. Apprenticeships, traineeships and TAFE certificates and diplomas are all examples of VET. Unlike university courses that often involve large amounts of theory, VET or TAFE courses are designed to prepare you for work. If you prefer practical, hands-on learning over sitting in a classroom, then a TAFE course could be right for you.

Benefits of TAFE

Studying at TAFE can help you get into the workforce sooner. Many courses can be completed in as little as six months, while other qualifications usually take 12–18 months, compared to three years for a university degree. Because TAFE training focuses on practical, work-ready skills, and this can increase your chances of finding work.

TAFE at school (TVET)

You may be able to complete a TAFE qualification while you're still at school through TVET. Courses are available to Year 10, 11 and 12 students and are included in your subjects for the Higher School Certificate. A qualification can help you stand out from the crowd, and give you a competitive edge in the job market.

Apprenticeships and Traineeships

Apprenticeships and traineeships let you work for an employer and earn a wage while you complete a qualification. Apprenticeships are generally in skilled trade areas such as electrical, plumbing or automotive and can take up to four years to complete. Traineeships are often in vocational areas such as business, IT and tourism and can take between 12 months and three years to complete.

School-based Apprenticeships and Traineeships

If the idea of combining school and work sounds appealing, a school-based apprenticeship or traineeship could be right for you. You will develop industry-relevant skills to set you up for your future career while you complete your high school studies. You can choose from a range of trade areas including automotive, bricklaying, carpentry, electrotechnology, plumbing and refrigeration, or get the practical skills you need to start a career in aged care, horticulture, allied health, beauty and hairdressing, business, child care, hospitality retail or tourism. Generally one day per week of paid work is combined with a related VET course.

Australian Defence Force (ADF)

As well as defending the nation, the ADF supports a broad range of peacetime operations in Australia and overseas. Whether it is the navy, army, air force or reserves you are interested in, there is a great variety of opportunities to work, study or even take a gap year with the ADF.

Employment

Not everyone wants to do further study straight after they finish high school. If you're keen to start earning an income, there are plenty of resources that can help you find that first job. Our school careers website has information on writing your resume and cover letter, and preparing for interviews.

www.scsdecareers.com



- VET**
- CREATE A RESUME
- JOB INFORMATION
- DO AN INTEREST TEST
- WRITE A COVER LETTER
- UNIVERSITY COURSES
- UAC/QTAC/VTAC
- WORK EXPERIENCE
- GAP YEAR
- YOUTH ALLOWANCE
- SCHOLARSHIPS
- DEFENCE FORCES
- TAFE
- SUBJECT SELECTION
- APPRENTICESHIPS
- TRAINEESHIPS

Our school careers/pathways website.

Information about career and post school options in the one place!

1. Create an account – Go to 'Student Area'



2. Enter an email address to register
(any email will do)

3. Your account is now created- don't forget to record your password. If you forget your password, you can go to "reset your password"

Congratulations you have taken a positive step in planning for your future, that's right, the future starts now!

THE BEST WAY TO PREDICT THE FUTURE IS TO CREATE IT

Other career planning websites

www.myfuture.edu.au

www.skillsroad.com.au

<https://joboutlook.gov.au/careerquiz>



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SCHOOL OF DISTANCE EDUCATION