



Southern Cross

SCHOOL OF DISTANCE EDUCATION

Stage 6 Course information 2024

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.

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, optional HSC exam does count towards ATAR
- 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.

NB: If you plan to complete your HSC in 2025, there will no longer be a distinction between Category A and Category B courses.

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 (ie 6 subjects) in Year 11 and 10 units (ie 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.

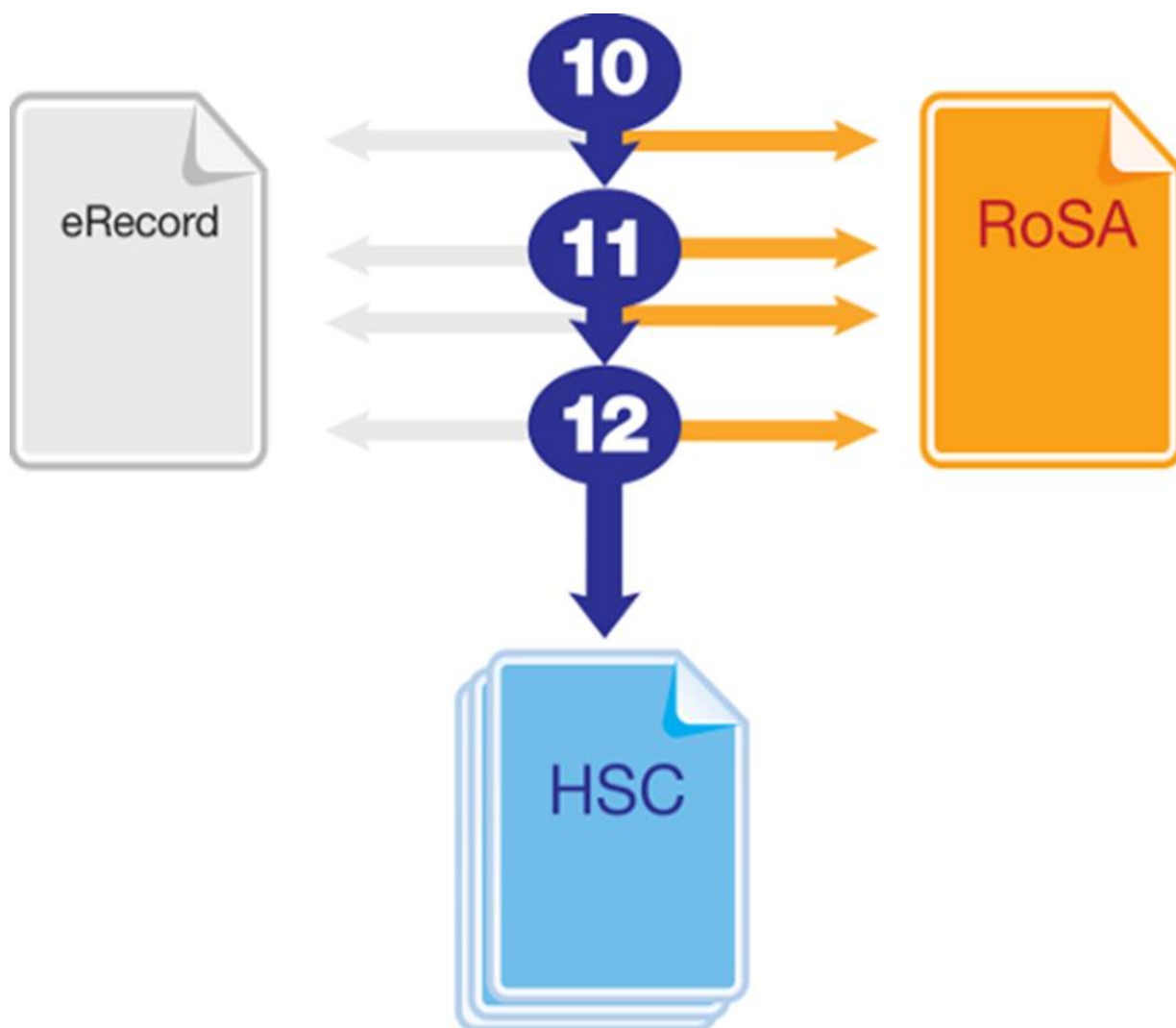
Course requirements

- at least 12 units (ie 6 subjects) in Year 11 and 10 units (ie 5 subjects) in Year 12
- at least 6 units (ie 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:

2024	2025
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

2024	2025	2026
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

2024	2025	2026
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: 02 6681 0372

Senior Pathways Advisers: 02 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.

<p>English</p> <ul style="list-style-type: none"> Aboriginal Studies English Advanced English Standard English Studies English Extension 	<p>History</p> <ul style="list-style-type: none"> Ancient History History Extension Modern History
<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>Mathematics</p> <ul style="list-style-type: none"> Mathematics Standard 1 Mathematics Standard 2 Mathematics Mathematics Extension 1 Mathematics Extension 2 Numeracy
<p>Science</p> <ul style="list-style-type: none"> Physics Chemistry Biology Earth & Environmental Science Investigating Science Marine Studies Agriculture 	<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>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>TAS</p> <ul style="list-style-type: none"> Design and Technology Food Technology Engineering Studies Textiles and Design Exploring Early Childhood Computing Applications Enterprise Computing (Yr 11) Information Processes and Technology (Year 12 only) Industrial Technology - Multimedia Industrial Technology - Graphics Software Engineering (Yr 11) Software Design & Development (Yr 12 only)
<p>Creative Arts</p> <ul style="list-style-type: none"> Visual Arts Photography Visual Design Music Dance 	<p>VET</p> <ul style="list-style-type: none"> Hospitality Retail Services Business Services Foundation Skills A variety of VET Board Developed and Board Endorsed courses are delivered at local TAFE colleges eg Animal Care, Auto, Baking, Childcare, Construction, Hairdressing, Media, Tourism, Transport
<p>Need to ask other questions?</p> <p>Pathway Options? Patterns of study? Other concerns?</p> <p>Contact: Tiffeny Cox</p>	<p>All students are required to complete All my own work, HSC Minimum Standards and the Life Ready Program. (Please refer to page 81)</p>

2024 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	French Continuers	Mathematics Advanced
Agriculture	Geography	Mathematics Extension 1 (1 Unit)
Ancient History	German Beginners	Mathematics Extension 2 (2 Unit Yr 12 only)
Biology	German Continuers	Modern History
Business Studies	German Extension (Yr 12 only)	Music 1
Chemistry	History Extension (Yr 12 only)	Music 2
Community and Family Studies	Indonesian Beginners	Music Extension (Yr 12 only)
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 (Yr 12 only)	Software Engineering (Yr 11 only)
Engineering Studies	Italian Beginners	Software Design & Development (Yr 12 only)
English Studies Students may choose an ATAR stream with Yr 12 final exam	Italian Continuers	Spanish Beginners
English Standard	Italian Extension (Year 12 only)	Spanish Continuers
English Advanced	Investigating Science	Spanish Extension (Yr 12 only)
English Extension 1 (1 unit)	Japanese Beginners	Studies of Religion (1 unit or 2 unit)
English Extension 2 (Yr 12 only) (1 unit)	Japanese Continuers	Textiles and Design
Enterprise Computing (Yr 11) Information Processes & Technology (Yr 12 only)	Legal Studies	Visual Arts
Food Technology	Mathematics Standard 1 may achieve an ATAR with a final Yr 12 exam & Standard or Advanced English only	TAFE delivered VET Course See your Student Advisor
French Beginners	Mathematics Standard 2	

Board Developed Courses (VET) with mandatory work placement

Examination must be taken to contribute to an ATAR

Business Services	Hospitality	
Construction	Retail Services	

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

Content/Board Endorsed Courses	Numeracy	Visual Design
Computing Applications	Photography (Photography, Video and Digital Imaging)	Work Studies
Exploring Early Childhood	Sport, Lifestyle and Recreation	
Marine Studies	TAFE delivered VET Course See your Year Advisor	

Not available for Single Course Enrolment

Content/Board Endorsed Courses (VET)	Skills for Work and Vocational Pathways (FSK)	
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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 Student 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
- 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.

Certificate III 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 eg:
- 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 develop:

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

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%
- Option studied: indicative time 25%
- 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

Potential career pathways when studying Community and Family Studies include: Business Management, Human Resource Management, Teaching, Social Work, Child Care Worker, Psychology, Disability work, Nursing, Counselling, Health workers, Sociology, Legal work, Social work, Nursing, Counselling and Marketing.

Construction

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

Assessment

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

Job Roles

Trades' assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erecting and dismantle formwork for footings and slabs on ground.

Further Studies

- Apprenticeship, for example in
- Carpentry, Builder, Bricklaying
- Wall and Floor Tiling
- Solid Plastering, Joinery

Duties and Tasks

Carpenters may perform the following tasks:

- Construct formwork into which concrete is poured
- Set out an outline of the building on the ground of the site, using string and pegs to allow for excavations
- Build floors, wall frameworks (timber or metal) and roofs, and lay timber floors
- Read plans and specifications to determine the dimensions, materials required and installation processes to be followed
- Install metal and timber windows, sashes and doors
- Construct and erect prefabricated units, such as cottages and houses
- Cut materials with hand and power tools, and assemble, nail, cut or shape parts
- Install door handles, locks, hardware, flooring underlay, insulating material and other fixtures
- Maintain and sharpen tools

Career Pathways

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. It is designed to introduce learners to the trade callings in the construction industry and provide credit towards a construction apprenticeship.

Personal Requirements

- Enjoy practical work
- Able to cope with physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team

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.

Why choose Design & Technology?

Creativity and Innovation: Students can use technology to create multimedia presentations, design projects, develop prototypes, and express their ideas innovatively. These skills are highly valued in many industries where creative problem-solving and innovative thinking are essential. The course is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

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 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 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 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 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 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 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 Year 12.

Choosing the best English course depends on your career path. For instance, English Studies is a 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.

Enterprise Computing

The aim of Enterprise Computing is to develop each student's capacity to:

- think creatively, devise solutions and communicate information to a range of audiences using a variety of computing resources.
- apply computing technologies and systems thinking to data analysis.
- solve (or improve) enterprise challenges, such as those relating to social, commercial or industrial issues.

Year 11 course structure and requirements:

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.

- Interactive Media and the User Experience
- Networking Systems and Social Computing
- Principles of Cybersecurity

Year 12 course structure and requirements:

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

- Data Science
- Data Visualisation
- Intelligent Systems
- Enterprise Project

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

Why choose Enterprise Computing?

- Students will have the opportunity to develop their digital literacy to use and manage digital tools and technologies in commercial and other settings.
- Students will benefit by helping develop teamwork and communication skills for life and future work.
- They will understand how computing technologies support commercial, industrial, social and environmental projects.
- Students will also have more of an insight into careers in system administration, app development and software design.

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

Geography develops students' sense of curiosity about the places, ecosystems and cultures that make up our world. It provides students with the opportunity to investigate sustainable environmental management practices of communities, to propose options and evaluate responses to contemporary global challenges. Fieldwork enables students to develop their understanding of the world through direct experience. As part of the course, opportunities for fieldwork and outdoor learning will be made available to students as well as virtual fieldwork options.

Year 11 Geography study pattern:

Earth's natural systems

Students investigate the diverse landscapes of the Earth's surface and its distinctive physical features. They examine the cycles, circulations, interconnections and spatial patterns that combine to form the Earth's integrated system, and investigate natural processes, cycles and circulations that change the Earth's land and water cover.

Human – environment interactions

Students investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity. The contemporary hazard we will investigate is *Bush Fires* - how they form and how they are managed.

Geographical investigation

With help and support from teachers, students plan and conduct their own Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

People, patterns and processes

Students investigate evidence of human diversity across the Earth's surface. They examine the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns. At Southern Cross, we will be investigating the theme *Political power and contested spaces*.

Year 12 Geography study pattern

Global sustainability

Students investigate principles of, and actions for, sustainability in the contemporary world, focusing on a global economic activity. In distance education we will study the biophysical, political, technological and economic influences on *Energy Production*, current trends and evaluate its sustainability.

Rural and urban places

Students investigate the spatial characteristics of diverse types of settlements, the process of urbanisation and urban growth influencing rural and urban places at a global scale. Students will consider a rural setting and larger urban settlement as well as a large city in Asia.

Ecosystems and global biodiversity

Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity. They will undertake a study to investigate different types of ecosystems within Australia and around the world.

History Extension

History Extension is a one unit course which you can study in Year 12 along with either Year 12 Modern or Ancient History. It is very different from what you typically study in Ancient or Modern History, as rather than studying a particular event, personality or period in history, you are actually studying about history. It examines the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time.

There are three main components to the History Extension course:

1. Constructing History – Key Questions

In this topic students focus on four key questions in an investigation of the construction of history. This focuses on historiography, which is essentially a 'history of history' – looking at how history emerged as an area of study, and the different approaches to history over time from the 5th century BC to the present day. The key questions we examine are:

- who are historians?
- what are the purposes of history?
- how has history been constructed, recorded and presented over time?
- why have approaches to history changed over time?

2. Case Study: Queen Elizabeth I and the Elizabethan Age

Students use the knowledge from 'Constructing History – Key Questions' and apply it to a case study. In this case study we will explore how Elizabeth I has been portrayed over time with a focus on three areas of debate; representations of her gender and identity, her political and administrative leadership and her religious beliefs and policies.

3. History Project

The last component of History Extension is the History Project – this is an individual project developed by the student focusing on an area of changing historical interpretation. This involves designing and documenting your project and is worth 70% of your final assessment mark. The project involves; a 2500 word essay, proposal, annotated bibliography and process log.

You should choose History Extension if you are interested in:

- how history has developed into an area of study
- the different aims and purposes for constructing historical accounts
- the ideas and methodologies that different historians use to study and write about the past
- examining how and why the past is constructed and represented in different ways.

Hospitality

This is a VET course.

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:

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

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:

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

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 result and ATAR. All students will be required to complete a major practical project (MDP) 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 NESA 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 (Year 12 Only)

****This course is being replaced by the Enterprise Computing Course from 2024 onwards****

The 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 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.

Languages

Learning languages opens minds to difference where diversity is seen as a regular part of society. The Languages Faculty offers study in Year 11 and 12 Beginners and Continuers courses. The languages offered include:

- French
- German
- Indonesian
- Italian
- Japanese
- Spanish.

In each language you will learn about:

- the language and culture and how they are interrelated
- being a part of the global community
- the skills you need to learn languages and be a lifelong language learner.

You will learn to:

- communicate with people through a variety of modes including spoken and written text
- make connections between your culture and life in Australia with that of people in other countries.

French

French is used in more than 40 countries and is the official language of many international organisations. English speakers already use a lot of French words. If you are interested in art, music, fashion design, cuisine or ancient history, studying French will enrich your enjoyment of these subjects.

German

German is the most widely spoken language in the European Union. Germany is a major trading partner of Australia and Germans are the biggest tourism spenders in the world.

German and English are from the same family of languages, and this means many English words have their origins in German.

German is also the second most common language in cyberspace!

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 Unit

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 Extension 1 course is taught concurrently or after the mathematics Advanced course.

Mathematics Extension 2 Unit

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination.

Yr 12 Extension 2 involves:

- The Nature of Proof
- Further Proof by Mathematical Induction
- Further Work with Vectors
- Introduction to Complex Numbers
- Using Complex Numbers
- Further Integration
- Applications of Calculus to Mechanics

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
- Indochina to 1954

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 1 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 term 3) and a written listening examination (usually done in early Term 4).

Every student studying Year 12 music must present 1 core performance piece for this exam + their combination of 3 electives for the practical examination. (eg Core performance, elective 1 performance, elective 2 performances and elective 3 performance.)

Students should have access to a CD player a computer/device that has a USB connection to be able to play CD's or audio on USB. A device that has the capability of: audio recording and/or audio and visual recording. Eg 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 context. 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 1 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. Eg 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!

Music Extension

Music Extension provides students with the opportunity to build on Music 2 and assumes a high level of music literacy and aural ability. Students will specialise in Performance, Composition or Musicology.

It can be studied concurrently with HSC course of Music 2 or at the completion of the HSC course in Music 2 for those students undertaking pathways. At distance education this may look like:

- studying Music 2 through distance education and Music Extension through distance education.
- studying Music 2 with their home school and where the home school can not offer Music Extension, to be done with distance education (upon meeting Single Course entry requirements)
- High Potential and Gifted students who are on accelerated patterns of study or students on pathways and have completed Music 2 at Year 11 and 12 level in previous years.

Music extension can not be studied if a student is in Music 1 year 11 and 12, only Music 2 links with Music Extension.

The Music Extension course builds on Music 2 Preliminary course and extends the Music 2 HSC course. It assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students specialise in performance or composition or musicology and follow an individual program of study which is negotiated between the teacher and student.

Course requirements

Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program.

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.

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?

- develop values and attitudes promoting healthy and active lifestyles
- develop an understanding of the physiological functioning of the human body
- develop knowledge and understanding of the factors that affect health
- develop a capacity to exercise influence over personal and community health outcomes.

Potential career pathways when studying Personal development, Health and Physical Education can include: Nursing, Paramedic, Physiotherapy, Dietician, Fitness Industry, Alternate Medicines, Sports Science, Health Promotions and Teaching.

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.

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 (Year 12 Only)

****This course is being replaced by the Software Engineering Course from 2024 onwards****

The 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 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

Software Engineering

The aim of Software Engineering is to develop in each student:

- a capacity to think creatively to develop and program software solutions.
- an ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems.

Year 11 course structure and requirements

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

Year 11 course (120 hours)

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

Year 12 course structure and requirements

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

Year 12 course (120 hours)

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

Why choose Software Engineering?

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries. Students will develop a knowledge and understanding of software engineering, hardware and software integration. The course will help take on careers such as a software engineer, designer or developer.

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 teaching 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.

Content 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.

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.

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.

Numeracy

The *Numeracy Stage 6 CEC Syllabus* is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

What students learn

The study of Numeracy in Stage 6 enables students to build on existing numeracy skills and to develop and improve their capability to:

- interpret and use numerical information
- solve problems using visual, spatial, financial and statistical literacy skills
- think mathematically in practical situations
- represent and communicate information
- use the context to determine the reasonableness of solutions in order to manage situations and solve problems relating to their present and future needs.

Year 11 Numeracy course content comprises 2 modules. The modules are divided into content areas.

Module 1:

- 1: Whole numbers
- 2: Operations with whole numbers
- 3: Distance, area and volume
- 4: Time
- 5: Data, graphs and tables

Module 2:

- 1: Fractions and decimals
- 2: Operations with fractions and decimals
- 3: Metric relationships
- 4: Length, mass and capacity
- 5: Chance

Photography, Video and Digital Imaging

The Year 11 and Year 12 Photography, Video and Digital Imaging courses allow students to specialise in either photography, video and digital imaging.

- explore contemporary practices that use photography, video and digital media as ways of understanding the world
- investigate photography, video 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, video and digital imaging.

Year 11 PVD involves:

- exploring photographic and filmic composition and the digital camera
- taking photos of landscapes, portraits and objects
- creating video content for specific purposes
- investigating an issue as a photo-documentary
- presenting a portfolio of work showing a developing personal style
- experimenting with digital manipulation
- course components are:
 - Practical 70%
 - Theory 30%

Year 12 PVD involves:

- exploring and developing digital conventions and manipulating images in camera and on screen
- developing a personal style
- preparing for and entering competitions
- presentation of a vocationally orientated portfolio/showreel
- course components are:
 - Practical 70%
 - Theory 30%

Why choose Photography, Video and Digital Imaging?

- there is a wide field of vocational application for skills developed in photographic, video 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, video and digital imaging can be a medium of personal expression and interpreting the world.

Skills for Work & Vocational Pathways (VET)

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 (eg 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
- Aquatics

Year 12

- Sports administration
- Resistance training
- Individual games and sport application
- Outdoor recreation
- Credentials in Sport

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
- develop first aid skills with knowledge on how to manage an emergency situation.

Potential career pathways when studying Sport, Lifestyle and Recreation can include: Personal Trainer, Paramedic, Recreational Facilities Manager, Child Care worker, Sports Trainer, Wellbeing Coordinator, Coach, Events Organiser.

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
- course components are:
- Practical 70%
- Theory 30%

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 2024

Certificate III in Business

	2024 Business Services Course Descriptor BSB30120 certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
Course: Business Services Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AAA Template Qualification https://training.gov.au/training/details/bsb30120. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<p>Entry Requirements</p> <p>You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.</p>		
Business Services Training Package (BSB 8.0) Units of Competency		
<p>Core</p> <p>BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace BSBSUS211 Participate in sustainable work practices BSBTWK301 Use inclusive work practices BSBWHS311 Assist with maintaining workplace safety BSBXCM301 Engage in workplace communication</p> <p>Elective</p> <p>BSBTEC303 Create electronic presentation</p>	<p>Elective</p> <p>BSBTEC202 Use digital technologies to communicate in the work environment BSBOPS201 Work effectively in business environments BSBOPS301 Maintain business resources BSBINS302 Organise workplace information BSBTEC301 Design and produce business documents BSBTEC201 Use business software applications BSBPEF301 Organise personal work priorities</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>		
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>		
<ul style="list-style-type: none"> • working within the business services industry involves customer (client) service • using technology to organise information 	<ul style="list-style-type: none"> • creativity • critical thinking • problem solving 	

Examples of occupations in the business services industry:

- medical administration
- clerical worker
- office administration
- receptionist
- information desk operator
- records and information administration

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for 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

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

Appeals and Complaints

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

Course Cost: Student contribution towards cost of First Aid course**Refunds**

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


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

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

2024 Course Descriptor BSB30120 Certificate III in Business RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.9

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

Certificate II Construction

	2024 Construction Course Descriptor CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESAs) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
Course: Construction Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) - Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3) https://training.gov.au/Training/Details/CPC20220 & https://training.gov.au/Training/Details/CPC20120 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESAs. To gain the full qualification in the CPC20220 Certificate II in Construction Pathways, you must achieve 5 core and 5 elective units of competency. A statement of attainment towards either of the qualifications listed is possible, if at least one unit of competency is achieved.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a construction environment and be able to use a personal digital device including a personal computer or laptop.		
Construction, Plumbing and Services Training Package (CPC 8.0) Units of Competency		
Core Units CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry CPCCOM1012 Work effectively and sustainably in the Construction Industry CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic construction project CPCCOM1015 Carry out measurement and calculations	Elective Units CPCCCM1011 Undertake basic estimation and costing CPCCOM2001 Read and interpret plans and specifications CPCCCA2002 Use carpentry tools and equipment CPCCCA2011 Handle carpentry materials CPCCCM2005 Use construction tools and equipment CPCWHS1001 Prepare to work safely in the construction industry	
Option 3	CPCCJN2001 Assemble components CPCCJN3004 Manufacture and assemble joinery components	
White Card CPCWHS1001 - Prepare to work safely in the construction industry. The General Construction Induction Training (White Card) will be delivered as part of this course.	Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes. A recognised SafeWork NSW GIT card is mandatory before undertaking any Work Placement. Online courses are NOT recognised by the Department of Education.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.	This allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.	

Examples of occupations in the construction industry:

This qualification provides an occupational outcome and a range of support tasks applicable to the majority of construction work sites: carpentry, joinery, bricklaying, labourer

Mandatory HSC Course Requirements

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

External Assessment

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary – Student contribution towards cost of WhiteCard (Compulsory)

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

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

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


2024 Course Descriptor CPC20220 Certificate II in Construction Pathways + Statement of Attainment towards CPC20120 Certificate II in Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Version 0.5


Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

Certificate II in Hospitality

	2024 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 https://training.gov.au/training/details/SIT20322. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.		
Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency		
Core BSBTWK201 Work effectively with others SITHIND007 Use hospitality skills effectively SITHIND006 Source and use information on the hospitality industry SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices SITXCCS011 Interact with customers	Elective SITXFSA005 Use hygienic practices for food safety SITHCCC025 Prepare and present sandwiches SITXFSA006 Participate in safe food handling practices SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHFAB027 Serve food and beverages	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		

Pathways to Industry - Skills gained in this course transfer to other occupations	
<ul style="list-style-type: none"> • Working within the hospitality industry involves • organising information and records in both paper and electronic forms • customer (client) service 	<ul style="list-style-type: none"> • teamwork • using technologies • creating documents
<ul style="list-style-type: none"> • Café Attendant • Waiter/Waitress 	<ul style="list-style-type: none"> • Catering Assistant • Barista
<ul style="list-style-type: none"> • Food and Beverage Attendant • Bartender 	
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>	
<p>Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p> <p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
<p>Course Cost: Preliminary – Student contribution towards cost of First Aid and outside Barista courses.</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>	
<p>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</p>	
<p>2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>	

Certificate III Retail

	2024 Retail Services Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i>		
Course: Retail Services Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	
By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail https://training.gov.au/training/details/SIR30216 . You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 14 units.		
Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a retail environment and be able to use a personal digital device including a personal computer or laptop.		
Retail Services Training Package Units of Competency		
Core SIRXCEG001 Engage the customer SIRXWHS002 Contribute to workplace health and safety SIRXRSK001 Identify and respond to security risks SIRXSLS001 Sell to the retail customer SIRXIND001 Work effectively in a service environment SIRXCOM002 Work effectively in a team SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty	Elective *SIRXMER001 Produce visual merchandise displays *SIRXPDK001 Advise on products and services *SIRRINV001 Receive and handle retail stock *SIRRINV002 Control stock *SIRXIND002 Organise and maintain the store environment *SIRXSLS002 Follow point-of-sale procedures *SIRRRTF001 Balance and secure point-of-sale terminal * Trainer will advise on elective units chosen. Not all units of competency are available.	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
<ul style="list-style-type: none"> engaging the customer maintaining daily store operations delivering on organisational expectations 	<ul style="list-style-type: none"> having knowledge of product and service offerings creativity critical thinking problem solving 	

- frontline sales assistant
- customer service representative
- shop assistant
- retail supervisor
- quick service restaurant assistant
- visual merchandiser

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Retail 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

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

Appeals and Complaints

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

Course Cost: Nil

Refunds

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


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

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

2024 Course Descriptor SIR30216 Certificate III in Retail RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.11

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

Certificate II in Skills for Work and Vocational Pathways

	2024 Skills for Work and Vocational Pathways 3 x 1 Course Descriptor FSK20119 Certificate II in Skills for Work and Vocational Pathways RTO - Department of Education – 90333, 90222, 90072, 90162	
<i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage</i>		
Course: Skills for Work and Vocational Pathways Board Endorsed Course 180 hour	3 Preliminary and/or HSC units in total There is not an Australian Tertiary Admission Rank (ATAR) option for this course	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of FSK20119 Certificate II in Skills for Work and Vocational Pathways training.gov.au - FSK20119 - Certificate II in Skills for Work and Vocational Pathways. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<p>Entry Requirements You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a business/construction environment and be able to use a personal digital device including a personal computer or laptop.</p>		
Foundation Skills Training Package (FSK 2.0) Units of Competency		
<p>Core FSKLRG011 - Use routine strategies for work-related learning</p> <p>Elective FSKNUM014 - Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 - Estimate, measure and calculate with routine metric measurements for work FSKRDG009 - Read and respond to routine standard operating procedures FSKRDG010 - Read and respond to routine workplace information FSKDIG003 - Use digital technology for non-routine workplace tasks FSKLRG010 - Use routine strategies for career planning FSKOCM004 - Use oral communication skills to participate in workplace meetings FSKOCM007 - Interact effectively with others at work FSKWTG009 - Write routine workplace texts FSKLRG009 - Use strategies to respond to routine workplace problems</p>	<p>Elective FSKNUM014 - Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 - Estimate, measure and calculate with routine metric measurements for work FSKRDG009 - Read and respond to routine standard operating procedures FSKRDG010 - Read and respond to routine workplace information FSKDIG003 - Use digital technology for non-routine workplace tasks FSKLRG010 - Use routine strategies for career planning FSKOCM004 - Use oral communication skills to participate in workplace meetings FSKOCM007 - Interact effectively with others at work FSKWTG009 - Write routine workplace texts FSKLRG009 - Use strategies to respond to routine workplace problems BSBOPS203 - Deliver a service to customers *BSBWHS211 - Contribute to health and safety of self and others *FNSFLT211 - Develop and use personal budgets *FNSFLT212 - Develop and use a savings plan *SITXFA001 - Use hygienic practices for food safety *SITHFAB004 - Prepare and serve non-alcoholic beverages *SITHFAB005 - Prepare and serve espresso coffee *SIRXIND002 - Organise and maintain the store environment</p>	

	<p>*SIRXSL001 - Sell to the retail customer *CPCCCM2006 - Apply basic levelling procedures *Trainer will advise on elective units chosen. Not all units of competency are available.</p>
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer provided suitable evidence is submitted.</p>	
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>	
<ul style="list-style-type: none"> ▪ Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework 	<ul style="list-style-type: none"> ▪ Entry level digital literacy and employability skills ▪ A vocational training and employment plan
<p>Mandatory HSC Course Requirements Students must complete 180 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA. External Assessment There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.</p>	
<p>Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency. Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>	
<p>Course Cost: Student contribution towards cost of First Aid, WhiteCard and/or Barista courses</p>	<p>Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is not available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>	
<p>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</p>	
<p>2023 Course Descriptor FSK20119 Certificate II in Skills for work and vocational pathways RT0 Department of Education – 90333, 90222, 90072, 90162 Version { _UIVersionString } Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i></p>	

FSK20119 Foundation Skills for Work and Vocational Pathways 3 units x 1 year 180 hrs Year 11, 2024

Assessment Events for FSK20119		Event 1	Event 2	Event 3	Event 4	Event 5	Event 6	Event 7	Event 8
		Date: 11/02/23	Date: 25/02/23	Date: 18/03/23	Date: 13/05/23	Date: 17/06/23	Date: 29/07/23	Date: 12/08/23	Date: 26/08/23
		Week: 2 Term: 1	Week: 4 Term: 1	Week: 7 Term: 1	Week: 3 Term: 2	Week: 8 Term: 2	Week: 2 Term: 3	Week: 4 Term: 3	Week: 6 Term: 3
Code	Unit of Competency								
FSKLRG011	Use routine strategies for work-related learning								
FSKRDG009	Read and respond to routine standard operating procedures								
FSKRDG010	Read and respond to routine workplace information								
FSKWGT009	Write routine workplace texts								
FSKNUM014	Calculate with whole numbers & familiar fractions, decimals & percentages at work								
FSKNUM015	Estimate, measure & calculate with routine metric measurements for work								
FSKDIG003	Use digital technology for non-routine workplace tasks								
FSKLRG009	Use strategies to respond to routine workplace problems								
BSBWHS201	Contribute to the health and safety of self and others								
FSKOCM007	Interact effectively with others at work								
FSKOCM004	Use oral communication skills to participate in workplace meetings								
BSBITU211	Produce digital text documents								
BSBWOR204	Use business technology								
FNSFLT202	Develop and use a savings plan								
FNSFLT211	Develop and use personal budgets								
FSKLRG011	Use routine strategies for career planning								

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Foundation Skills for Work and Vocational Pathways (FSK20119) or a Statement of Attainment towards a Certificate II in Foundation Skills for Work and Vocational Pathways (FSK20119)

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Mandatory Requirements 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.

All My Own Work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

HSC Minimum Standards

Students need reading, writing and numeracy for everyday life after school.

This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life. Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

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 head start 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
<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.




- 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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