

Years 11 and 12 | Scotch Oakburn College



**SCOTCH
OAKBURN
COLLEGE**

TCE Curriculum

Handbook

2019

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Certificates for Tasmanian Senior Secondary Students

The Office of Tasmanian Assessment, Standards and Certification (TASC) is the organisation that accredits the subjects that students study in Years 11 and 12. There are three certificates that are administered by TASC, although most students at Scotch Oakburn College will be interested in the *Tasmanian Certificate of Education* (TCE).

The Tasmanian Certificate of Education (TCE)

The TCE is the one that most of our students strive to achieve and students will work with staff to ensure that their program meets these requirements.

Attainment of the TCE attests that students have:

- everyday adult reading and writing (literacy)
- everyday adult mathematics (numeracy)
- everyday adult use of computers and the internet (ICT)
- participated and achieved in senior secondary studies (education and training)
- planned for future career and education pathways.¹

Most students will automatically qualify for the TCE if their course contains subjects that allow them to gain the necessary credit points (120 points minimum²) and demonstrate the literacy, numeracy and ICT standards. Students should also note that achieving a Preliminary Achievement (PA) or better in a TCE subject will generate credit points.

Students need to plan their study program in order to meet these requirements.³ The College has in place procedures to assist students to ensure that their subject selections allow them to qualify for the TCE and attain their preferred pathway beyond secondary schooling. The Heads of House, Futures Staff, Heads of Department, TASC Co-ordinator and Director of Curriculum are important parts of this process.

Students also must check to see if their course will allow them to qualify for the TCE. To do this *all students must*

- Complete the TCE Course Planner Tool available from the TASC website at <https://www.tasc.tas.gov.au/students/course-planner/>

¹ During Year 10, all Tasmanian students are required to complete a statement of intent which is registered with TASC by their school. During Years 11 and 12 students need to develop and review this Personal Planning document. A student's plan will include their career goals and the education and training they need to reach these goals. Whenever students seek to change their preferences, a new Course Planner will be required. In addition, students will need to check that any changes are consistent with their preferred pathway and parents will need to confirm their approval for such changes.

² To meet the participation and achievement standard for the TCE, a student will need to have 120 credit points in education and training with at least 80 points in studies rated at complexity level 2 or higher.

³ AMEB, CASA, Duke of Edinburgh, Guide Association, Scout Association, St Cecilia School of Music, Trinity College and UTAS courses may be recognised on your TCE certificate and count towards meeting participation and achievement standards. Check the following website for details

<https://www.tasc.tas.gov.au/students/qualifications/recognising-your-prior-learning-and-results/>

In addition, VET qualifications, not individual units of competency, are allocated credit. An SA/Pass or better must be achieved to meet the standard.

For information about how courses from other providers meet TCE requirements check the following webpage:

<https://www.tasc.tas.gov.au/students/qualifications/recognising-your-prior-learning-and-results/>

And

- Attend an interview with Ms Dosser (Year 11) or Mrs Darcy (Year 12) who will check that their course will qualify them for the TCE. Students must bring a printed copy of their TCE Course Planner document to this interview.

Students and parents should note that The Academic Senate of the University of Tasmania has decided that, to be eligible for the calculation of an ATAR, students will have to have met the standards for the award of the Tasmanian Certificate of Education (TCE).

The Tasmanian Qualifications Certificate (TQC)

Any student who successfully completes any subject or course will receive this certificate. It is an official record of all a learner's education and training qualifications. More information can be obtained from: <https://www.tasc.tas.gov.au/students/qualifications/qualifications-certificate-qc/>

The Tasmanian Certificate of Educational Achievement (TCEA)

This certificate uses words to describe achievement. It is suitable only for a small number of students for whom the other certificates are not appropriate. More information can be found at: <https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-educational-achievement/>

Scotch Oakburn College Leaver's Certificate

In addition to any certificates issued by TASC, all senior students receive a Scotch Oakburn Leaver's Certificate when they leave the College. For most, this is at *Celebration* at the end of Year 12. This certificate documents their period of schooling at Scotch Oakburn and co-curricular achievements, awards and official positions within the College for their time in the Middle and Senior Schools.



Office of Tasmanian Assessment, Standards & Certification (TASC)

In 2019, students at Scotch Oakburn College will study Tasmanian Certificate of Education (TCE) courses accredited by TASC.

TASC has developed a policy that offers recognition to a wide range of formal learning undertaken by Tasmanian senior secondary students. This includes VET courses being incorporated into the TCE.

A TCE course has particular characteristics:

Complexity level

A complexity level is assigned to each TASC accredited course, TASC recognised courses and VET certificates and units of competency. These complexity levels range from level 1 (the lowest) to level 4 (the highest). TASC Complexity Level 3 and 4 courses are considered to be 'pre-tertiary' in standard and these courses contribute to the calculation of Australian Tertiary Admission Ranks (ATAR).

Size value and design time

A size value is assigned to each TASC accredited course, TASC recognised course and VET certificates and units of competency. For TASC accredited courses, one size rating is assigned per 10 hours of design/nominal delivery time. For example, a 50 hour design/nominal delivery time course would be assigned a size value of 5. This indicates the amount of class contact time (or its equivalent) that the majority of students would require to complete the course.

The relationship between Size Value and Credit Points for the Tasmanian Certificate of Education

Each type of learning is allocated a 'credit point' value. This value shows the amount of learning that can count towards meeting the requirement of the TCE. To meet the participation and achievement standard for the TCE, a student will need to have 120 credit points in education and training with at least 80 points in studies rated at complexity level 2 or higher.

In 2019, in each of the TCE subjects, students may achieve the following awards:

- EA = Exceptional Achievement
- HA = High Achievement
- CA = Commendable Achievement
- SA = Satisfactory Achievement
- PA = Preliminary Achievement

Under TASC regulations students cannot be reassessed at a lower level syllabus at the end of the year, if they are not successful at the higher level course. In order to gain TCE credit points for the hours of the course students must achieve at least a PA Award.

IMPORTANT information regarding TCE subjects for 2019

Please note that it is likely that some courses may have some name, coding and/or courses content changes for 2019. However, at the time of publication, the information was yet to be finalised. Updated information is available from the TASC website at <https://www.tasc.tas.gov.au/students/courses/>

Vocational Education and Training (VET)

Co-ordinator: Mrs Teresa Darcy

VET courses focus on providing students with highly sought after workplace skills. VET qualifications can help students to enter the workforce or can serve as a pathway to further education. VET courses can also be combined with TCE level 2 or 3 subjects so that students qualify for the TCE and achieve their intended pathway.

Enrolling in a Vocational Education and Training (VET) program offers students the opportunity to combine TCE studies, vocational learning and on-the-job training. While undertaking VET courses, students learn valuable industry skills and then have the opportunity to spend time in the workplace practising those skills in a 'real world' context. The knowledge, skills and experience gained can provide pathways to various career opportunities including apprenticeships, general employment, part-time work, TAFE and University.

All VET programs are from National Training Packages; therefore, the qualification gained will be recognised throughout Australia. All skills successfully achieved are recorded and are credited towards future training requirements. This could significantly reduce the time required to complete an apprenticeship or Vocational Course in the future.

Students can combine pre-tertiary and/or non-pre-tertiary TCE subjects with a VET course to broaden their future work opportunities. Timetabling will allow students access to work placement with as little interruption to other subjects as possible. Students wishing to gain university entrance qualifications are able to combine VET and TCE subjects. It is possible to do, for example, a VET course and 3 or more pre-tertiary subjects in either or both of Years 11 and 12. Some of the following courses allow for you to continue through both years gaining a full certificate or in some situations both a Certificate 2 and 3.

For further information in relation to VET Courses, please contact Mrs Teresa Darcy directly on 6336 3364 or Teresa.darcy@soc.tas.edu.au

School Based Traineeships/Apprenticeships

Australian School Based Traineeships/Apprenticeships are an exciting and flexible method for students to combine paid part-time work, with industry training (VET), and TCE studies, over years 11 and 12. There are a substantial number of industries for which School Based Traineeship/Apprenticeships are approved. School Based Traineeships/Apprenticeships are also a mechanism through which students can gain formal recognition for work already being undertaken outside of school hours in existing part-time employment. Students are required to work between 7.5 to 15 hours per week during school terms, with more over school holidays totaling between 600 – 900 hours per year of combined employment and training. By undertaking a School Based Traineeship/Apprenticeship you are not only commencing your apprenticeship earlier and earning money but you will also be gaining skills and your qualification allowing you to become a fully qualified employee much sooner.

Please discuss School Based Traineeship/Apprenticeship opportunities with Mrs Darcy, and visit <http://www.skills.tas.gov.au/apprenticeshipstraineeships/schoolbased>

Education Outdoors

Director: Mr Mark Munnings

Parents and students will note that **EXP215118 OUTDOOR EDUCATION** does not appear on the line structure for enrolment, but is available to choose in Web Preferences when you make your subject selections for 2019. This is a two-year course which has a theoretical component (50 hours) and a practical component (100 hours). The practical component of the course involves students completing a minimum of four outdoor experiences (camps) over the two years to complete the course. Assessment includes a range of tasks in addition to the camps including presentations, maintaining a reflective journal, a series of reflections, reports and assignments.

Complexity Level 2; Credit Points: 15

The Outdoor Education course takes advantage of Tasmania's unique world-class natural heritage outdoor and recreation spaces to provide learners with an ideal setting and opportunity to develop a range of personal and interpersonal skills that enable them to relate to, and work more effectively with others in everyday life and promote career opportunities. It supports learners in developing an understanding of self; growing positive relationships with others and the natural environment; and to build capacity to be an effective contributor to group challenges.

A key element of Outdoor Learning is to foster an awareness of the natural environment and build responsibility for its care and conservation. These understandings empower learners to contribute towards achieving an ecologically sustainable world. Learners develop an awareness of the importance of sustainable practice to help protect our natural environments for future generations.

Outdoor Education Level 2 provides an opportunity for learners to connect with a range of activities and environments. It will help build a positive lifelong health culture and physical literacy, both individually and across the wider community.

Outdoor Learning provides an opportunity to experience and develop an appreciation of numerous outdoor activities, beyond the scope of sport or competition, and to explore the physical, social, emotional and spiritual benefits of high-quality outdoor experiences.

The majority of theory will be taught prior to and within core field journeys. **The core field journeys will be conducted during school holidays and over weekends.** Students must be aware of the high level of physical activity required *and* must attend 4 of the core trips over the two-year period *and* complete all assigned tasks and journals to attain a satisfactory award. **All students will be required to complete the readings and research topics prior to attending each program.** Students will be expected to use their study lines and own time to complete the assessment requirements. They must be organised and keep up to date with the written requirements. Outdoor Education is a **two-year** course and requires an extensive commitment by students outside of College hours. Students need to be highly motivated and self-directed in their own study as well as having the capacity to work with others in organising expeditions.

Cost

The cost for the program is yet to be confirmed for 2019. In 2018, the cost was \$2000 and this covered the costs of providing qualified instructors and providers, transport, and equipment. This is added to your fees in two separate \$1000 instalments. These instalments occur at the beginning of first and second terms.



Tertiary Entrance Requirements (ATAR)

Students gain entry to any university in Australia by the **Australian Tertiary Admissions Rank (ATAR)** calculated by TASC on behalf of the University of Tasmania.

Students wishing to enter a degree or diploma course at a tertiary institution at the end of Year 12, by the standard method of entry, need to fulfil certain requirements.

- They must spend not less than two years in post -Year 10 full time study.
- They should have completed 1200 hours of study over their two years of Years 11 and 12.
- They must obtain a Satisfactory Achievement (SA) result or better in a minimum of four pre-tertiary courses (i.e. those with a complexity level of 3)
- They must obtain a minimum of four subjects in not more than two, though not necessarily consecutive, sittings.
- At least Satisfactory Achievements or better in three TCE pre-tertiary subjects must be achieved in Year 12.
- To be eligible for the calculation of an ATAR, students will have to have met the standards for the award of the Tasmanian Certificate of Education (TCE).

Students wishing to enter an Associate Diploma course need to fulfil the following requirements:

- They must satisfy specified performance criteria or vocational experience requirements appropriate to the particular course and
- They must obtain a Satisfactory Achievement (SA) result or better in a minimum of two pre-tertiary subjects chosen from the schedule of subjects approved by the University, or
- They may be admitted to a course under the criteria for provisional admission.

Students who do not meet the above requirements may gain admission under special circumstances and should make direct contact with the relevant University.

The Australian Tertiary Admission Rank (ATAR)

A Tertiary Entrance Score (TES) is calculated by TASC using the scores of the best five pre-tertiary subjects, **at least three of which must be gained in Year 12**. Applicants may compete for entry with only the four subjects required to satisfy minimum entry requirements but will be competing at a disadvantage.

Scores achieved in TCE pre-tertiary subjects will be subjected to a scaling process. A complex "Rasch Analysis" will be used to compare results amongst subjects and slight adjustments will be made to raw scores. More detailed information is available on request but students should not worry unduly about the process.

After the Tertiary Entrance Score (TES) is determined it is adjusted to a score out of 100. This is the Australian Tertiary Admission Rank (ATAR) which is used nationally by all universities to determine entry places in courses. For example, a Tasmanian student with an ATAR of 95 is ranked equal to a NSW or Victorian student with an ATAR of 95. They are all in the top 5% of Australian students.

Important Advice

Any student who wishes to attend university at the completion of Year 12, to complete a degree or diploma, should plan their course of study to achieve the best possible awards in FIVE pre-tertiary subjects, with a maximum of TWO of these being counted from subjects studied in Year 11.

Applicants for Medicine will be ranked on the basis of their ATAR Score and a special UMAT (ISAT for international students) test (which they will be required to sit in July) and an interview.

It is our view that more able Year 11 students can cope very well with pre-tertiary courses but they should choose carefully which subjects and how many they study. Other students should consider studying a combination of courses at varying complexity levels in Year 11 to establish a firm foundation for the pre-tertiary courses of study in Year 12. Some students may possibly study a VET course to broaden their range of skills and interests. All students should aim to achieve success in perhaps two or three pre-tertiary courses in Year 11.

Academic Colours are awarded to students at the beginning of Year 12, on the basis of results in their awards in Year 11. In Year 12 there is the possibility that some students may need to repeat pre-tertiary courses studied in Year 11 to improve their results.

There are specific prerequisites for many faculties at universities and students should research these carefully when selecting their courses of study over their two years of Year 11 and Year 12.

It is the responsibility of individual students to ensure that their course of study allows them to meet the requirements for entry into specific faculties at specific universities.

UTAS College Program and UTAS High Achievers Program

Special University Programs are available for Scotch Oakburn TCE students in 2019.

Scotch Oakburn has special links with UTAS which allow high achieving Years 11 and 12 students to undertake university courses in conjunction with their TCE subjects. They may undertake these courses without incurring HECS-Help fees. However, please note that these courses are subject to change because they are offered at the discretion of the University of Tasmania and cannot be guaranteed for 2019.

UTAS College Program

Students who are undertaking one of the following TCE subjects may enrol in a UTAS College Program in: Accounting, Art Appreciation, Art Production, Art Studio, Australia in Asia and the Pacific, Drama, Design and Production, English (Literature or Communications), English Writing, Chinese, French, Japanese, Legal Studies, Theatre Performance and Foundation Practical Studies (Music). For further information on the UTAS College Program please use the following link: <http://www.utas.edu.au/cupp/ucp>

Students enrolled in subjects through the College Program are required to undertake some additional programs at the university in the evening or on some weekends. Their university awards are based on a combination of their TCE results and the work done for university.

Students interested in one or more of these programs need to speak, in the first instance to the teacher of the relevant subject, and then to Ms Dosser concerning their eligibility and suitability for the program.

UTAS High Achievers Program

Students who excel in Year 11 may also be able to undertake full university courses in Year 12. In order to be considered for places in these subjects students need to have achieved at least 3 EAs in three or more pre-tertiary TCE subjects in Year 11. They should also be highly organised, self-directed learners.

The subject areas to which this applies are listed throughout the curriculum information listed under the various departments in the following pages. These departments include: **English, Mathematics, Humanities, Languages, Music, Business and Technology.**

Students interested in one or more of these programs need to speak, in the first instance to the teacher of the relevant subject, and then to Ms Dosser concerning their eligibility and suitability for the program. Applications will need to be received by the university early in December 2018. The application must include documentation authenticating TCE results from Year 11, as well as two references from TCE teachers about suitability for the program. The application must also have approval from the Director of Curriculum 6-12, Ms Dosser. This all needs to be prepared before 10 December 2018.

For further information on UTAS High Achievers Program please use the following link:
<http://www.utas.edu.au/cupp/hap>

UTAS Step-Up Program

Students who are not enrolled in a UTAS course but who are undertaking any Year 11 or Year 12 course at Scotch Oakburn College may enrol in the UTAS Step-Up Program. This allows free access, until 31 December, to the UTAS Library network, including online databases accessible from home, and Special Borrower privileges applicable throughout the UTAS Library system (Hobart, Launceston, and Burnie). Application forms are available online or from the John Morris Library, and to obtain fee-exemption requires the signature on the application form of Scotch Oakburn College's Teacher Librarian. Apply through the College Librarian.

Students enrolled in the UTAS College Program or the UTAS High Achievers Program are automatically enrolled with UTAS Library.



Procedure for Subject Selection for 2019

Year 11 students

Given the need for careful planning, students are required to plan their proposed subject selections for Years 11 *and* 12. The Year 12 choices are required to help them plan to ensure that they meet the requirements for receiving a TCE Graduation Certificate *and so qualify for an ATAR* at the end of Year 12. At the same stage next year, students will be asked again to make choices for 2019.

In order to plan appropriately for two years, students need to complete the following enrolment steps:

1. Research their chosen pathway carefully, making careful use of their interviews with the Futures Staff to help them do this.
2. Speak with their Year 10 teachers of English and Maths (and perhaps with the Heads of English and/or Maths) to gain their recommendation of which particular Maths and English subjects to study in Year 11. *Students will not be permitted to study an English or Maths class that is not recommended by their Year 10 teacher or approved by the Head of English or Head of Mathematics respectively.*
3. Visit the TASC website by using the following link and complete the [TCE Course Planner](#) (see image below).
4. Save and print off a copy of the completed TCE Course Planner document
5. An email will be sent to your school account with an appointment time to meet with Ms Dosser. Students must take a copy of their TCE Course Planner to this meeting.
6. After the meeting, parents/students will be given access to the 'Web Preferences' online subject selection tool. Students together with their parents/guardians should then login and submit their preferred subjects.
7. They should complete this process by **Friday, 24 August 2018**.



TCE course planner

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Search by course name or code...

Filter by study area or difficulty ▾

15 <small>TCE CREDIT POINTS</small>	Level 2 Introduction to Sociology and Psychology	Add to plan
15 <small>TCE CREDIT POINTS</small>	Level 2 Legal Studies - Foundation	Add to plan
5 <small>TCE CREDIT POINTS</small>	Level 2 Making Moral Decisions	Add to plan
15 <small>TCE CREDIT POINTS</small>	Level 2 Religion in Society	Add to plan
5 <small>TCE CREDIT POINTS</small>	Level 2 Road Safety Education	Add to plan
15 <small>TCE CREDIT POINTS</small>	Level 2 Working with Children	Add to plan
15 <small>TCE CREDIT POINTS</small>	Level 3 Australia in Asia and the Pacific	Add to plan

Your TCE course plan 60
TCE CREDIT POINTS

ENGLISH

- Level 2 English Foundations 15
TCE CREDIT POINTS

HEALTH AND PHYSICAL EDUCATION

- Level 3 Health Studies 15
TCE CREDIT POINTS

HUMANITIES AND SOCIAL SCIENCES

- Level 3 Accounting 15
TCE CREDIT POINTS
- Level 3 Ancient History 15
TCE CREDIT POINTS

Everyday adult standards check

Reading and writing standard

Mathematics standard

Computers and internet standard

SHARE

Your selection of subjects by 24 August is crucial as subjects may not be offered if insufficient students opt for them.

In addition, students who are late in completing the process cannot be guaranteed that they will be able to study their selected subjects if classes are already full.

For Year 11 students Scotch Oakburn’s policy is as follows:

- Students may study up to five pre-tertiary subjects, although most students will take four subjects and one study line.
- Students may choose four subjects of size value 15 and one study line. Year 11 students will have supervised study lessons in 2019 if they choose a study line. It is their responsibility to use this time effectively.
- If Year 11 students choose fewer than four subjects of size value 15 their combination of subjects must have the equivalent value
- Students may not drop below these requirements throughout the year as these are the minimum requirements to meet the TCE participation standards.
- Most Year 11 students should consider combining subjects of differing size values and VET courses.

All students will need to give careful consideration to their future plans and have a realistic view of attainable goals, as well as a clear understanding of tertiary entrance requirements. Parents will be asked to approve proposed courses of study. Using the parent log on to enrol in subjects will be deemed approval of the student’s course of study.



Changing a subject

Year 11 students may need to change their subject selection in the light of changed circumstances. They will be given the opportunity to do so in the week prior to school commencing in 2019. However, no student will be permitted to change a subject without the express written consent of their parent / guardian or without the approval of the Director of Curriculum 6-12, Ms Dosser who may consult with other staff as necessary. In addition, students wishing to change must note that their new selections will be subject to availability in existing classes.

How do I choose my subjects?

Each of the subject descriptions linked to the enrolment website are those on the TASC website itself. Students should use these links to find out as much as possible about each course they are considering studying. The TASC page contains a lot of very useful information, as the example from Business Studies shows below.

Business Studies

[back to Humanities and Social Sciences](#)

Business Studies Level 3, gives learners the opportunity to understand how vital business is to the wealth and well-being of Australians and how it impacts on many aspects of our lives

Learners study the nature of business, key business functions and the importance of business practices and management strategies to the sustainability of businesses. The role of management and entrepreneurship are also recognised as powerful influences in business success. Business Studies assists learners to think critically about the role of business and about the ethical responsibilities business has to society. Business Studies develops business literacy which enhances a learner's ability to appreciate the issues that face businesses and stakeholders in a rapidly changing world and to make informed and rational decisions about business matters. Learners will be well equipped to be proactive participants in the world of business, behaving responsibly and demonstrating integrity in business activities.

Rationale	More information
Aims	More information
Learning Outcomes	More information
Pathways	More information
Course Size And Complexity	More information
Course Description	More information
Course Requirements	More information
Course Delivery	More information
Course Content	More information

LEVEL 3 15
TCE
CREDIT
POINTS

COURSE SPAN
2016 — 2020

COURSE STATUS
LIVE

READING AND WRITING STANDARD
NO

MATHEMATICS STANDARD
NO

COMPUTERS AND INTERNET STANDARD
NO

[Add to course plan](#)

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Number of points it contributes to the TCE

Brief description of the subject

Whether the subject contributes to other TCE requirements. This subject will satisfy both the literacy and ICT requirements of the TCE

Relevant documents, including the syllabus document, folio guidelines, external assessment dates, markers' reports, etc.

If you wish to find out more about a particular subject, the people to talk to are the teachers concerned, the Heads of Department and students already taking subjects. House Heads will be able to help in indicating how sensible the combination of choices may be, given current indications. They may also be able to help you with queries concerning subject requirements for particular careers and tertiary courses. The Futures Centre is available for guidance as well, particularly with pathways planning.



Note:

At Scotch Oakburn College we strongly advise that ALL students attempt at least ONE English subject and at least ONE Mathematics subject over the two years. Students are advised to attempt the highest level of English and Mathematics that is within their capabilities as these are the subjects most often required by employers. Many mainland universities require a pre-tertiary English and for many vocational courses preference is given to applicants with pre-tertiary English. Students wishing to study Mathematics or Engineering are strongly encouraged to study Mathematics Specialised in Year 12.

In addition, Year 11 students should also note that any subject that has a 415 code is one for which TASC has highly recommended pre-requisite requirements: Chemistry (CHM415115), Mathematics Specialised (MTS415114) and Physics (PHY415115) are examples of subjects which have access requirements. In addition, Art Studio Practice (ART315214) requires the successful completion of Art Production (ART315117).

There are other subjects which Scotch Oakburn College recommends are more appropriate for Year 12 students, and/or or for students who are highly capable English students. These subjects include Accounting, Asian Studies, English Writing, Sociology, Student Directed Inquiry and Psychology.



Procedure for Subject Selection for 2019

Year 12 students

Whilst there are no restrictions on choices for Year 12 students, there are some pre-tertiary subjects have access requirements stipulated by TASC. Any subject that has a 415 code is one that has highly recommended pre-requisite requirements: Chemistry (CHM415115), Mathematics Specialised (MTS415114) and Physics (PHY415115) are examples of subjects which have access requirements. In addition, Art Studio Practice (ART315214) requires the successful completion of Art Production (ART315117).

There are other subjects which Scotch Oakburn College recommends are more appropriate for Year 12 students, and/or or for students who are highly capable English students. These subjects include Accounting, English Writing, Sociology, Student Directed Inquiry and Psychology.

In addition, students should consider taking a range of courses. All students should be taking the equivalent hours of at least four full lines of study. Some Year 12 students should consider VET courses or School-based Apprenticeships.

In order to plan appropriately students need to:

1. Research their chosen pathway carefully, making careful use of interviews with the Futures Staff to help them do this.
2. Visit the TASC website by using the following link and complete the [TCE Course Planner](#) (see image on next page). They should carefully check that their combined Year 11 and 12 program will enable them to meet all the requirements of the TCE Graduation Certificate and so qualify for an ATAR. If not, they need to see Ms Dosser immediately.
3. Save and print off a copy of the completed TCE Course Planner document
4. An email will be sent to your school account with an appointment time to meet with Mrs Darcy. **Students must take a copy of their TCE Course Planner to this meeting.**
5. After the meeting, parents/students will be given access to the 'Web Preferences' online subject selection tool. Students together with their parents/guardians should then login and submit their preferred subjects.
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TCE course planner

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15 <small>TCE CREDIT POINTS</small>	Level 3 Australia in Asia and the Pacific	Add to plan (+)

Your TCE course plan

60
TCE CREDIT POINTS

ENGLISH

Level 2
English Foundations **15**
TCE CREDIT POINTS

HEALTH AND PHYSICAL EDUCATION

Level 3
Health Studies **15**
TCE CREDIT POINTS

HUMANITIES AND SOCIAL SCIENCES

Level 3
Accounting **15**
TCE CREDIT POINTS

Level 3
Ancient History **15**
TCE CREDIT POINTS

Everyday adult standards check

Reading and writing standard

Mathematics standard

Computers and internet standard

SHARE

Your selection of subjects by 24 August is crucial as subjects may not be offered if insufficient students opt for them.

In addition, students who are late in completing the process cannot be guaranteed that they will be able to study their selected subjects if classes are already full.

Changing a subject

Year 12 students may need to change their subject selection in light of their results in Year 11. They will be given the opportunity to do so in the week prior to school commencing in 2019. However, no student will be permitted to change a subject without the express written consent of their parent / guardian or without the approval of the Director of Curriculum 6-12, Ms Dosser who may consult with other staff as necessary. In addition, students wishing to change must note that their new selections will be subject to availability in existing classes.



How do I choose my subjects?

Each of the subject descriptions linked to the enrolment website are those on the TASC website itself. Students should use these links to find out as much as possible about each course they are considering studying. The TASC page contains a lot of very useful information, as the example from Business Studies shows below.

Business Studies back to Humanities and Social Sciences

Business Studies Level 3, gives learners the opportunity to understand how vital business is to the wealth and well-being of Australians and how it impacts on many aspects of our lives

Learners study the nature of business, key business functions and the importance of business practices and management strategies to the sustainability of businesses. The role of management and entrepreneurship are also recognised as powerful influences in business success. Business Studies assists learners to think critically about the role of business and about the ethical responsibilities business has to society. Business Studies develops business literacy which enhances a learner's ability to appreciate the issues that face businesses and stakeholders in a rapidly changing world and to make informed and rational decisions about business matters. Learners will be well equipped to be proactive participants in the world of business, behaving responsibly and demonstrating integrity in business activities.

Rationale	More information
Aims	More information
Learning Outcomes	More information
Pathways	More information
Course Size And Complexity	More information
Course Description	More information
Course Requirements	More information
Course Delivery	More information
Course Content	More information

LEVEL 3 **15 TCE CREDIT POINTS**

- COURSE SPAN** 2016 — 2020
- COURSE STATUS** LIVE
- READING AND WRITING STANDARD** NO
- MATHEMATICS STANDARD** NO
- COMPUTERS AND INTERNET STANDARD** NO

Add to course plan

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Number of points it contributes to the TCE

Brief description of the subject

Whether the subject contributes to other TCE requirements. This subject will satisfy both the literacy and ICT requirements of the TCE

Relevant documents, including the syllabus document, folio guidelines, external assessment dates, markers' reports, etc.

If you wish to find out more about a particular subject, the people to talk to are the teachers concerned, the Heads of Department and students already taking subjects. House Heads will be able to help in indicating how sensible the combination of choices may be, given current indications. They may also be able to help you with queries concerning subject requirements for particular careers and tertiary courses. The Futures Centre is available for guidance as well, particularly with pathways planning.

All students will need to give careful consideration to their future plans and have a realistic view of attainable goals, as well as a clear understanding of tertiary entrance requirements. Parents will be asked to approve proposed courses of study. Using the parent log on to enrol in subjects will be deemed approval of the student's course of study.



Note:

At Scotch Oakburn College we strongly advise that ALL students attempt at least ONE English subject and at least ONE Mathematics subject over the two years. Students are advised to attempt the highest level of English and Mathematics that is within their capabilities as these are the subjects most often required by employers. Many mainland universities require a pre-tertiary English and for many vocational courses preference is given to applicants with pre-tertiary English. Students wishing to study Mathematics or Engineering are strongly encouraged to study Mathematics Specialised in Year 12.

EXP315113 Outdoor Leadership

Students wishing to study the pre-tertiary Outdoor Leadership course are advised that there will be a cost of \$500 to assist with practical costs.

Scotch Oakburn Timetable for 2019

In 2019 we will continue to operate a ten day timetable. Years 11 and 12 subjects will be arranged into five lines, with each line being allocated twelve lessons during the ten days.

VET courses will have 12 lessons each ten days (or equivalent)

Courses with a size value of 15 will have 12 lessons each ten days.

Courses with a size value of 10 will have 8 lessons each ten days.

Courses with a size value of 5 will have 4 lessons each ten days.

On each line, students may select any set of options which will total 12 lessons each ten days.

A total of 12 lessons could come from:

ONE VET course

or ONE course of size value 15

or ONE course of size value 10 plus ONE of size value 5

or ONE course of size value 10 plus ONE Study Unit of size value 5

or ONE course of size value 5 plus ONE Study Unit of size value 10

or ONE Study Unit of size value 15

Cooperative classes with LCGS, SPC & LCS

In 2019, we will continue with our practice of sharing all TCE lines with St Patrick's College, Launceston Church Grammar School and Launceston Christian School. This enables students to access subjects at the other colleges which are not offered at Scotch Oakburn and have greater flexibility in their choices by allowing access to the same subject on lines other than those available at Scotch Oakburn. However, the line allocation of subjects at the other schools will not be available until later in the year. ***All enquiries about undertaking a subject at one of the cooperating schools must be made by application through the Director of Curriculum 6-12, Ms Dosser before September 2018. You may not directly approach the other schools yourself.***



Planning for Your Future

In choosing your subjects you may be influenced by a number of factors, the biggest of which should be the consideration of your future plans. Those of you who have identified your preferred career path may have a relatively simple process of choosing your subjects. However, it is important that all students talk to staff at the Futures Centre and/or their teachers to ensure that they have set realistic goals, planned an enrolment that can allow them to pursue their identified pathway and that they have identified a 'back-up' plan to cover any eventualities. In addition, students need to ensure that they are allowing enough scope in their program to keep their options open. *For these reasons, students are strongly advised to meet with Mrs Darcy or Ms Poynter in the Futures Centres when considering their subject preferences.*

We recognise that the vast majority of students will not have a career plan determined at this point, and may struggle to identify the right mix of subjects. The key for students is to make choices that will give them the widest range of options and Mrs Teresa Darcy and Ms Judy Poynter, the Careers Advisors, along with subject teachers, House Heads, and the Director of Curriculum 6-12, are all available to help students and parents with information and advice. We do recommend that our students take responsibility for their own futures by ensuring that they prepare for these discussions, taking the time to reflect on their interests, skills and abilities, values, personality and goals. In doing so, future career pathways will be more readily identifiable, and students will be able to undertake additional research into future work, and/or tertiary study options, ensuring that they are aware of any subjects that you may be required to study during Years 11 and 12.

Please note that it is a student's responsibility to check that he or she is studying the prerequisite subjects for any course or institution they have in mind. University handbooks and tertiary admission guides are available at the Futures Centre and the information is also available online. Each year in Term Three we hold our Post Year 12 Expo evening for Years 10 to 12 students and their parents. This event includes guests from universities, gap year organisations, training providers, an apprenticeships centre, Centrelink, accommodation providers, employers, the Australian Defence Force and more. This event aims to provide students with the opportunity to research a variety of post year 12 options as well as the pre requisites and suggested subject requirements. Interstate universities, colleges, accommodation providers, and 'gap year' organisations also visit Scotch Oakburn throughout the year. Information will be regularly distributed to students and parents through newsletters and information evenings, particularly during Term Three, to ensure that they keep in touch. Every Year 12 student also has at least two individual meetings with the Careers Advisor Mrs Teresa Darcy. Year 11 students are able to access the Futures Centre resources at any time and are welcome to book appointments as required to assist with subject selection and future planning.

The Futures Centre homepage on The Dash has a number of wonderful resources and links available to both parents and students. To access these go to:

<http://thedash.soc.tas.edu.au/homepage/81>



TCE Book Requirements 2019

In Years 11 and 12 students are required to purchase their own text books for most subjects. Our supplier for 2019 is the Co-op Bookshop which offers many advantages. Students are able to order books online, by phone or by completing an order form and sending it to the Co-op Bookshop. A direct link to the Co-op Bookshop will be posted on The Dash in November each year.

Payment of a once-off \$25 joining fee entitles students to become a lifetime member of the Co-op Bookshop and receive significant discounts on most purchases from them. They have book sites linked to many of the universities located throughout Australia and this same discount also applies to all of them for life.

The Co-op Bookshop will be on the Penquite Campus for one day in January 2019 for students to buy their books on those days, or collect pre-ordered books as well. EFTPOS facilities will be available. Students will be expected to read some of their English texts during the summer holidays.

