SENIOR SUBJECT SELECTION GUIDE 2027

SHALOM COLLEGE

PROVIDING OUTSTANDING FUTURES

Table of Contents

Introduction 3
Senior Education Profile 4
Senior Subjects 4
ATAR Eligibility 5
General Syllabuses 6
Applied Syllabuses 7
Certificate Courses 8
Choosing Senior Subjects 8
Subject Summary 9
Subject Prerequisites 10

Religious Education 11 - 12

English 13 - 15

Mathematics 16 - 19

Business 20 - 23

Food Technology & Hospitality 24 - 25

Humanities & Social Sciences 26 - 30

Industrial Technology & Design (InTAD) 31 - 36

Media Studies & Digital Technologies 37 - 39

Japanese 40

Performing Arts 41 - 43

Health & Physical Education 44 - 46

Science 47 - 53

Art 54 – 55

Introduction

All young people in Queensland are required to complete Year 10 and then participate in further education or training. Specifically, the Youth Participation in Education and Training Act 2003:

- makes it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first
- requires young people to then participate in education and training for a further two years, or until they have gained a Queensland Certificate of Education, or until they have gained a Certificate III vocational qualification, or until they have turned 17
- provides exemptions for young people who enter full-time work after they have either completed Year 10 or turned 16.

Success in this Senior phase of learning is very important in opening up opportunities for further study or for employment. This success can only be attained by an appropriate selection of subjects, skilful time management, setting of priorities and conscientious application to study.

There will be many demands made on students' time during the next two years. Students will need to balance schoolwork with family commitments, possible part-time employment, recreation and other important activities. The successful student is inevitably the one who has clear and realistic goals, who has the support, encouragement and determination to achieve them, and who manages time and priorities well.

In approaching the Senior phase of learning we would hope that parents have spoken to their sons/daughters about the next two years. Expectations of the use of time, involvement in social functions, interaction with electronic and social media, participation in extra-curricular activities (including sport) and completing an adequate amount of homework are all important points to discuss over and above subject choice.

The Senior Subject Selection Guide assists students commencing Year 11 and their parents/carers to identify an appropriate collection of subjects. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings as well as Certificate courses that students may plan to complete at school.

Senior Education Profile

Students in Queensland are issued with a **Senior Education Profile** (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-for-year-12-students

STATEMENT OF RESULTS
Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. Results for all completed studies are recorded in a student's learning account after schools and other learning providers report them to the QCAA and we are satisfied that they are final.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)
The QCE is Queensland's senior secondary schooling qualification. To receive a QCE, students **must achieve the set amount of learning, at a set standard, in a set pattern, while meeting literacy and numeracy requirements.** Students may be eligible for a QCE at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate after finishing Year 12, through the completion of additional learning such as vocational education and other training courses or traineeships. Once eligible, students will be issued a QCE in the following July or December. A student's learning accounts remain open for nine years. For more information visit: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)
The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling. For more information visit: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia

STUDENT LEARNING ACCOUNTS
Senior students can access their learning account to view their progress and check their results through the myQCE website. Students in Year 12 will access their final subject results and Senior Education Profile (SEP) via their learning account in the Student Portal on the myQCE website. For more information visit: https://myqce.qcaa.qld.edu.au/

Senior Subjects

Shalom College offers students two types of QCAA senior subject syllabuses — General and Applied.

Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

GENERAL SYLLABUSES

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that **lead primarily to tertiary studies** and to pathways for vocational education and training and work.

APPLIED SYLLABUSES

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that **lead to vocational education and training or work.**

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

GENERAL SYLLABUSES

In addition to literacy and numeracy, General syllabuses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

APPLIED SYLLABUSES

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

VOCATIONAL EDUCATION AND TRAINING (VET)

Students can access VET programs through the school as it:

- has a third-party arrangement with providers who are Registered Training Organisations (see subject information)
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admissions Rank (ATAR) Eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results **OR**
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations. https://www.qtac.edu.au/

Students will need to register and create an account with QTAC to receive their ATAR score and complete a QTAC application to undertaken tertiary study after Year 12. https://www.qtac.edu.au/atar/

ENGLISH REQUIREMENTS

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. **Shalom College offers three of these subjects: English, Essential English, and Literature.**

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

General Syllabuses

STRUCTURE

The syllabus structure consists of a course overview and assessment.

GENERAL SYLLABUSES COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

ASSESSMENT

Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments will reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools will develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 Assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is common to all schools, administered under the same conditions at the same time and on the same day, developed and marked by the QCAA according to a commonly applied marking scheme. The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied Syllabuses

STRUCTURE

The syllabus structure consists of a course overview and assessment.

APPLIED SYLLABUSES COURSE OVERVIEW

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

ASSESSMENT

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

INSTRUMENT-SPECIFIC STANDARDS MATRIXES

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS — COMMON INTERNAL ASSESSMENT

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.
- The CIA is not privileged over the other summative internal assessment

SUMMATIVE INTERNAL ASSESSMENT — INSTRUMENT-SPECIFIC STANDARDS

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Certificate Courses

Certificate courses are competency-based and offer students opportunities to learn and demonstrate their learning in a variety of ways. For the several Certificate courses offered at Shalom College, details are provided in the following pages about the structure, learning and assessment within the course.

Please note that these courses are subject to **extra costs** listed alongside the subject descriptions. However, where there is an indication of VET in Schools (VETiS) arrangements, this means that one of these courses would be fully-funded for eligible students (those who have not used VETiS funding already). Further courses would likely be subject to the costs listed within the course information. Exceptions apply and should be discussed with the Pathways Coordinator at Shalom.

Choosing Senior Subjects

Before starting:

- Be realistic and honest about interests and abilities
- Find out about career pathways and have a few choices in mind before selecting subjects
- If uncertain, select subjects to provide breadth and keep a variety of options open

Generally, students are advised to select subjects:

- Which they enjoy
- In which they have demonstrated ability
- Which are needed to satisfy entry, prerequisite or assumed knowledge requirements for future courses of study
- Which are needed to help future career goals

Before proceeding with subject selection, ensure you:

- Read the course descriptions in this guide and consider: content, activities, resources, and materials used in the subject
- Talk to Head of Department and teachers to gain a deeper understanding of subject demands and your chance of success in the subjects
- Participate fully in the Personal Futures program

While subjects offered at Shalom College are listed in this Guide, it must be noted that:

- Not all subjects available in Queensland are offered at Shalom College
- Some subjects offered may not proceed if the number selecting the subject is too small
- Not all combinations may be possible: at Shalom the preferences of the entire cohort inform subject ‘lines’
- **Students will select and study a minimum of six subjects**
- **The selection must include a Religion subject, an English subject and a Mathematics subject**
- It is expected that senior students will commit to a minimum of $2^1/_2$ to 3 hours of homework at least five times a week. This totals 12-15 hours of study per week. Success in any subject cannot be expected without this commitment to study outside school hours. This may increase dependant on individual assessment schedules.

Subject Summary

*Compulsory subject: Students must select one subject from each Learning Area

LEARNING AREA	GENERAL SYLLABUS	APPLIED SYLLABUS	CERTIFICATE COURSE
***Religious Education** *Mrs Patricia Ingall*	• Study of Religion	• Religion and Ethics	
***English** *Ms Louise Hume*	• English • Literature	• Essential English	
***Mathematics** *Mr Graham O'Shanesy*	• General Mathematics • Mathematical Methods • Specialist Mathematics	• Essential Mathematics	
Business Education *Dr Stacey Cowan*	• Accounting • Business • Legal Studies		• BSB30120 Certificate III in Business - Binnacle Training RTO 31319
Hospitality *Mr Shaun Cameron*	• Food and Nutrition		• Certificate II in Hospitality
Humanities *Mrs Justine Blinco*	• Ancient History • Geography • Modern History	• Social and Community Studies • Tourism	
Industrial Technology and Design *Mr Colin German (Acting)*	• Design • Engineering	• Furnishing Skills • Industrial Technology Studies	• Certificate I in Construction; Certificate II in Construction Pathways • Certificate II in Engineering Pathways
ICT, Digital Solutions and Media Studies *Dr Stacey Cowan*	• Digital Solutions • Film, Television and New Media	• Information and Communication Technology	
Languages *Mrs Simone Wilson*	• Japanese		
Performing Arts *Mrs Anita Stewart*	• Dance • Drama • Music		
Physical Education *Mrs Melinda Pearson*	• Physical Education	• Sport and Recreation	• SIS30321 Certificate III in Fitness + SIS20122 Certificate II In Sport And Recreation - Binnacle Training RTO 31319
Sciences *Mrs Alicia Lawrence*	• Biology • Chemistry • Physics • Psychology	• Aquatic Practices • Agricultural Practices	• Certificate II in Health Support Services
Visual Art *Mr Chris Johnstone*	• Visual Art	• Visual Arts in Practice	

Subject Prerequisites

All senior syllabuses identify learning within the Australian Curriculum P-10 as a prerequisite. At Shalom, it is expected that students electing to study certain subjects will have demonstrated a minimum level of learning by Year 10. The table below identifies these prerequisite achievements.

YEAR 11 SUBJECT	YEAR 10 ACHIEVEMENT PREREQUISITE (MINIMUM STANDARD)
Accounting	C standard overall in English; C standard in General Mathematics desirable but not essential
History	C standard overall in History
Biology	C standard in Science AND a C standard in English
Business	C standard overall in English
Chemistry	Minimum C standard in Science, B standard preferred AND a C standard overall in English
Dance	C standard overall in English
Design	C standard overall in English
Digital Solutions	C standard overall in English
Drama	C standard overall in English
Engineering	C standard overall in Mathematical Methods; C standard overall in English
English	C standard overall in English
Film, Television & New Media	C standard overall in English
Food & Nutrition	C standard overall in English
General Mathematics	C standard overall in General Mathematics
Geography	C standard overall in History; C standard overall is desirable in General Mathematics and Science
Japanese	C standard overall in English and Japanese
Legal Studies	C standard overall in English
Literature	C standard overall in English
Mathematical Methods	C standard overall in Mathematical Methods
Modern History	C standard overall in History
Music	C standard overall in English
Physical Education	C standard overall in English; C standard in PE desirable but not essential
Physics	Minimum C standard in Science, B standard preferred AND a C standard overall in English
Psychology	C standard in Science AND a C standard in English
Specialist Mathematics	B standard overall in Mathematical Methods; C standard overall in 10 Specialist Mathematics is desirable
Study of Religion	C standard overall in English
Visual Art	C standard overall in English

Study of **Religion** | **general** senior subject

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism and their influence on people, society and culture.

Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

PATHWAYS

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

OBJECTIVES

By the conclusion of the course of study, students will:

- explain the features of religious traditions
- analyse perspectives about religious expression
- consider and organise information about religion
- evaluate the significance and influence of religion
- create responses that communicate to suit purpose

STRUCTURE

UNIT 1

Religion, meaning and purpose
- Nature and Purpose of Religion
- Sacred Texts

UNIT 2

Religion and ritual
- Lifecycle rituals
- Calendrical rituals

UNIT 3

Religious ethics
- Social ethics
- Personal ethics

UNIT 4

Religion - rights and relationships
- Religion and the nation–state
- Religion and human rights

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Examination — extended response to stimulus

Summative internal assessment 2 (IA2): 25%
Inquiry response

UNIT 4

Summative internal assessment 3 (IA3): 25%
Inquiry response

Summative external assessment (EA): 25%
Examination — short response to stimulus

Religion and Ethics | applied senior subject

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion and Ethics allows students to explore values and life choices and ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to reflect on the richness of religious, spiritual and ethical worldview.

This subject enhances students' understandings of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture and social issues. Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and cultural traditions.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live. The knowledge and skills developed in Religion and Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

PATHWAYS

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

OBJECTIVES

By the conclusion of the course of study, students should be able to:

- explain religious, spiritual and ethical principles and practices
- examine religious, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

STRUCTURE

The Religion & Ethics course is designed around four QCAA-developed units from which schools develop a course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Schools select four units from the subject options provided and decide the order in which they will be delivered.

These are then considered Units 1-4. Each Unit contains two modules of study, each with an assessment for students to undertake.

UNITS

- Social Justice
- Meaning, Purpose and Expression
- Peace
- Sacred Stories

ASSESSMENT

In Religion and Ethics, assessment from Units 3 and 4 are used to determine the student's exit result, this consists of four instruments from three different assessment techniques, including:

- Project
- Extended response
- Investigation

PROJECT

A project assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response consists of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

INVESTIGATION

An investigation assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond the students' own knowledge and the data they have been given. In Religion and Ethics, investigations involve research and follow an inquiry approach. Investigations provide an opportunity for assessment to be authentic and set in real-life contexts.

EXTENDED RESPONSE

An extended response assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the preparation of the extended response, it is not the focus on this technique.

English | general senior subject

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

PATHWAYS

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

STRUCTURE

UNIT 1

Perspectives and texts

- Texts in contexts
- Language and textual analysis
- Responding to and creating texts

UNIT 2

Texts and culture

- Texts in contexts
- Language and textual analysis
- Responding to and creating texts

UNIT 3

Textual connections

- Conversations about issues on texts
- Conversations about concepts in texts

UNIT 4

Close study of literary texts

- Creative responses to literary texts
- Critical responses to literary texts

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Spoken (live or recorded):
Up to 8 minutes, or signed equivalent

Summative internal assessment 2 (IA2): 25%
Written response for a public audience
Up to 1500 words

UNIT 4

Summative internal assessment 3 (IA3): 25%
Examination- extended response

Summative external assessment (EA): 25%
Examination– extended response

Note

Students have the option to choose English and Literature Extension in Year 12 if they have achieved a B average or above in either English or Literature. This subject must be studied in conjunction with either the General English or General Literature subject.

Literature | general senior subject

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

PATHWAYS

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Note

Students have the option to choose English and Literature Extension in Year 12 if they have achieved a B average or above in either English or Literature. This subject must be studied in conjunction with either the General English or General Literature subject.

OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

STRUCTURE

UNIT 1

Introduction to literary studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

UNIT 2

Intertextuality

- Ways literary texts connect with each other — genre, concepts and contexts
- Ways literary texts connect with each other — style and structure
- Creating analytical and imaginative texts

UNIT 3

Literature and identity

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

UNIT 4

Independent Explorations

- Dynamic nature of literary interpretations
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Examination- extended response

Summative internal assessment 2 (IA2): 25%
Imaginative response
Spoken (live or recorded):
Up to 8 minutes, or signed equivalent
Or:
Multimodal: up to 9 minutes

UNIT 4

Summative internal assessment 3 (IA3): 25%
Imaginative response
Written: Up to 2000 words

Summative external assessment (EA): 25%
Examination- extended response

Essential **English** | **applied** senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

PATHWAYS

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

STRUCTURE

UNIT 1

Language that works

- Responding to texts
- Creating multimodal and written texts

UNIT 2

Texts and human experiences

- Responding to texts
- Creating texts

UNIT 3

Language that influences

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences

UNIT 4

Representing and popular culture texts

- Responding to popular culture texts
- Creating representations of Australian identities, places, events and/or concepts

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments, and the common internal assessment (CIA) is developed by the QCAA.

SUMMATIVE ASSESSMENTS

UNIT 3

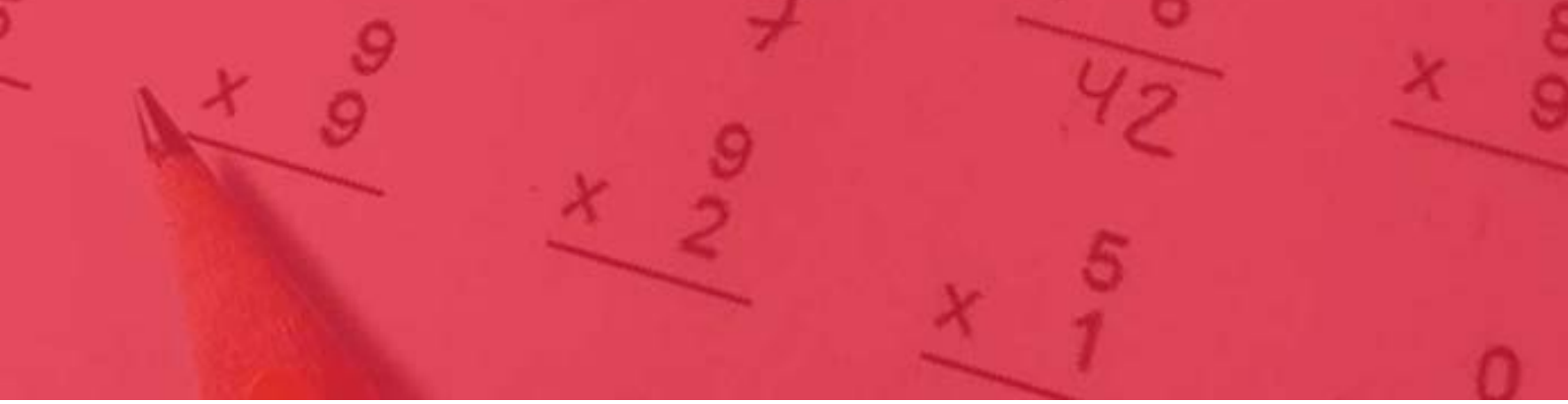
Summative internal assessment 1 (IA1): Spoken response
Length: Spoken response, up to 6 mins or signed equivalent

Summative internal assessment 2 (IA2): Common internal assessment (CIA) Examination

UNIT 4

Summative internal assessment 3 (IA3): Multimodal response
Length: Multimodal up to 6 mins or signed equivalent

Summative internal assessment (IA4): Written response
Length: Up to 800 words



General **Mathematics** | **general** senior subject

General Mathematics' major domains are Number and algebra; Measurement and geometry; Statistics; and Networks and matrices (building on the content of the P–10 Australian Curriculum).

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in practical contexts that equip learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

PATHWAYS

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

OBJECTIVES

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

STRUCTURE

UNIT 1

Money, measurement, algebra and linear relations

- Consumer arithmetic
- Shape and measurement
- Similarity and scale
- Algebra
- Linear equations and their graphs

UNIT 2

Applications of linear equations and trigonometry, matrices and univariate data analysis

- Applications of linear equations and their graphs
- Applications of trigonometry
- Matrices
- Univariate data analysis 1
- Univariate data analysis 2

UNIT 3

Bivariate data and time series analysis, sequences and Earth geometry

- Bivariate data analysis 1
- Bivariate data analysis 2
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

UNIT 4

Investing and networking

- Loans, investments and annuities 1
- Loans, investments and annuities 2
- Graphs and networks
- Networks and decision mathematics 1
- Networks and decision mathematics 2

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

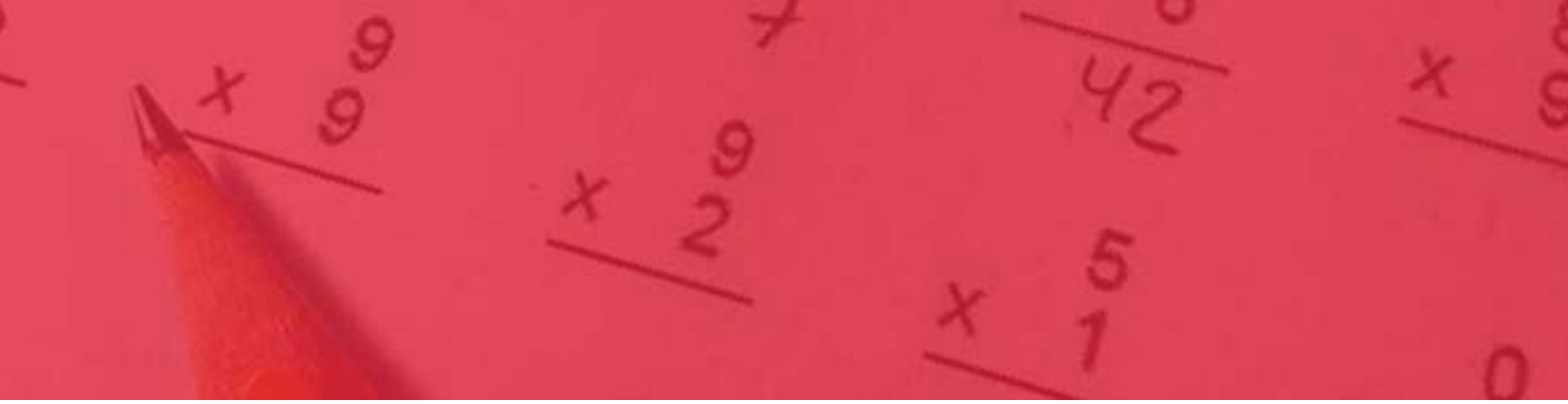
Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task

Summative internal assessment 2 (IA2): 15%
Examination- short response

UNIT 4

Summative internal assessment 3 (IA3): 15%
Examination- short response

Summative external assessment (EA): 50%
Examination- combination response



Mathematical Methods | **general** senior subject

Mathematical Methods' major domains are Algebra; Functions, relations and their graphs; Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

PATHWAYS

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

OBJECTIVES

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

STRUCTURE

UNIT 1

Surds, algebra, functions and probability

- Surds and quadratic functions
- Binomial expansion and cubic functions
- Functions and relations
- Trigonometric functions
- Probability

UNIT 2

Calculus and further functions

- Exponential functions
- Logarithms and logarithmic functions
- Introduction to differential calculus
- Applications of differential calculus
- Further differentiation

UNIT 3

Further calculus and introduction to statistics

- Differentiation of exponential and logarithmic functions
- Differentiation of trigonometric functions and differentiation rules
- Further applications of differentiation
- Introduction to integration
- Discrete random variables

UNIT 4

Further calculus, trigonometry and statistics

- Further integration
- Trigonometry
- Continuous random variables and the normal distribution
- Sampling and proportions
- Interval estimates for proportions

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

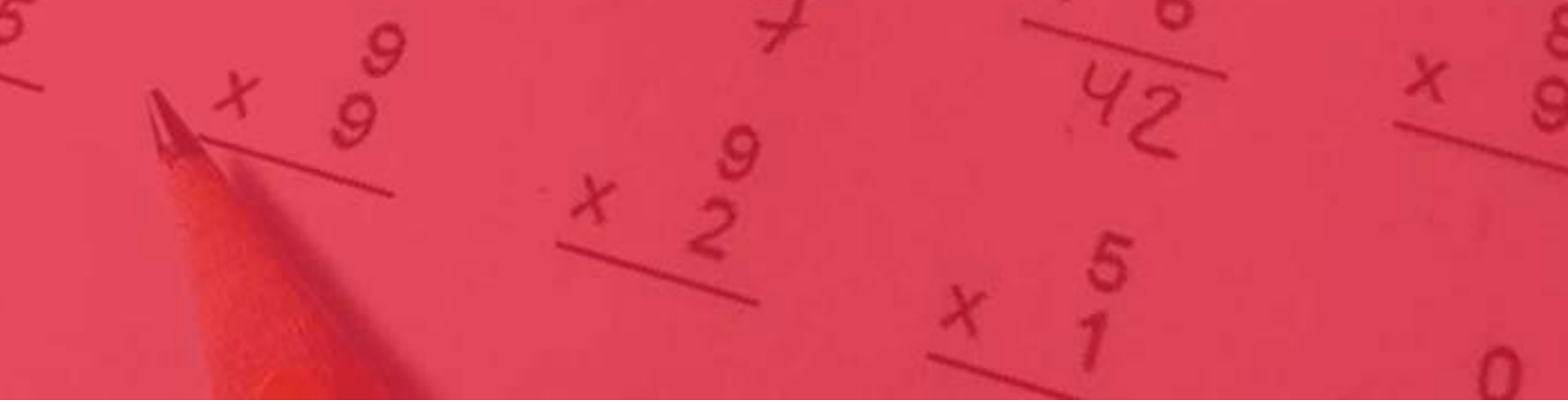
Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task

Summative internal assessment 2 (IA2): 15%
Examination-short response

UNIT 4

Summative internal assessment 3 (IA3): 15%
Examination- short response

Summative external assessment (EA): 50%
Examination- combination response



Specialist **Mathematics** | **general** senior subject

Requires selection with Mathematical Methods

Specialist Mathematics' major domains are Vectors and matrices; Real and complex numbers; Trigonometry; Statistics and Calculus.

Specialist Mathematics is designed for students who are confident in their mathematical knowledge and ability, and have a positive view of themselves as mathematical learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and reasoning.

PATHWAYS

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

OBJECTIVES

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

STRUCTURE

Specialist Mathematics is to be undertaken in conjunction with Mathematical Methods.

UNIT 1

Combinatorics, proof, vectors and matrices

- Combinatorics
- Introduction to proof
- Vectors in the plane
- Algebra of vectors in two dimensions
- Matrices

UNIT 2

Complex numbers, further proof, trigonometry, functions and transformations

- Complex numbers
- Complex arithmetic and algebra
- Circle and geometric proofs
- Trigonometry and functions
- Matrices and transformations

UNIT 3

Further complex numbers, proof, vectors and matrices

- Further complex numbers
- Mathematical induction and trigonometric proofs
- Vectors in two and three dimensions
- Vector calculus
- Further matrices

UNIT 4

Further calculus and statistical inference

- Integration techniques
- Applications of integral calculus
- Rates of change and differential equations
- Modelling motion
- Statistical inference

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

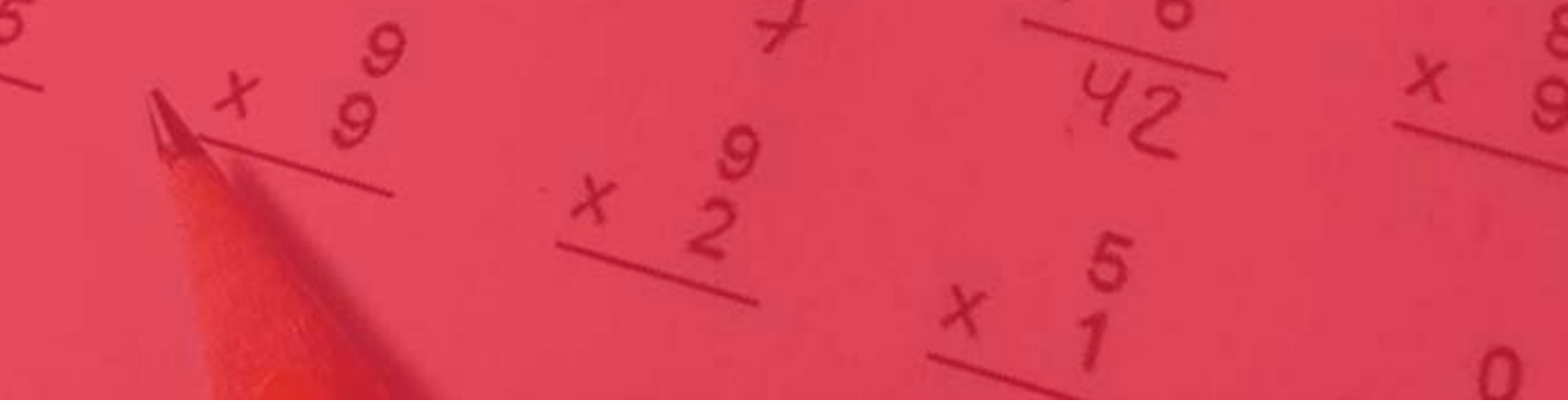
Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task

Summative internal assessment 2 (IA2): 15%
Examination-short response

UNIT 4

Summative internal assessment 3 (IA3): 15%
Examination-short response

Summative external assessment (EA): 50%
Examination- combination response



Essential **Mathematics** | **applied** senior subject

Essential Mathematics' major domains are Number; Data, Location and time; Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

PATHWAYS

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

OBJECTIVES

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

STRUCTURE

UNIT 1

Number, data and money

- Fundamental topic: Calculations
- Number
- Representing data
- Managing money

UNIT 2

Data and travel

- Fundamental topic: Calculations
- Data collection
- Graphs
- Time and motion

UNIT 3

Measurement, scales and chance

- Fundamental topic: Calculations
- Measurement
- Scales, plans and models
- Probability and relative frequencies

UNIT 4

Graphs, data and loans

- Fundamental topic: Calculations
- Bivariate graphs
- Summarising and comparing data
- Loans and compound interest

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments.
Students receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

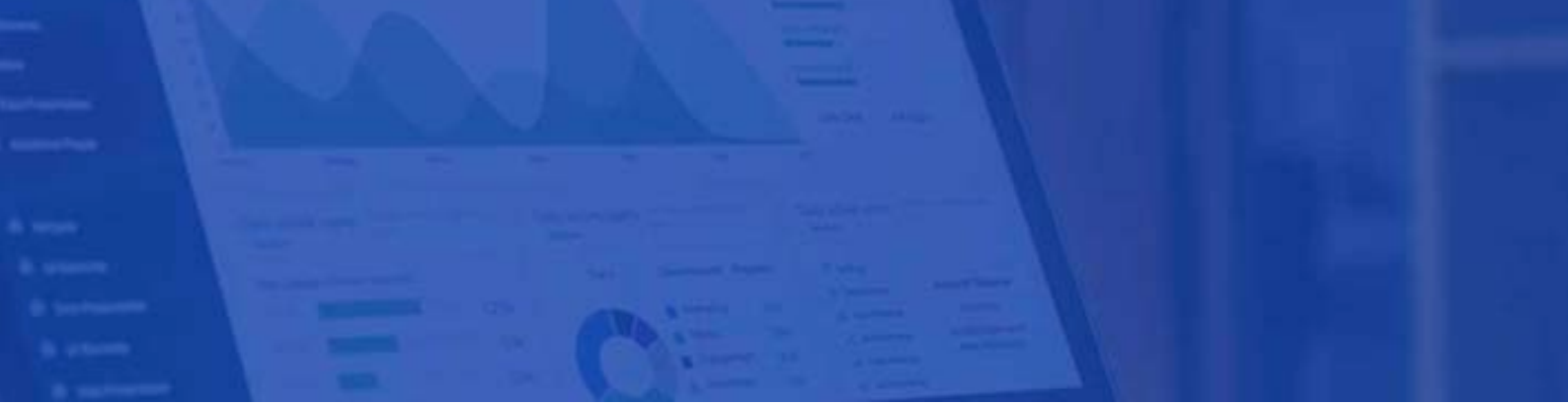
Summative internal assessment 1 (IA1): Problem-solving and modelling task

Summative internal assessment 2 (IA2): Common internal assessment (Examination - short response)

UNIT 4

Summative internal assessment 3 (IA3): Problem-solving and modelling task

Summative internal assessment 4 (IA4): Examination - short response



Accounting | general senior subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They then use this knowledge in tasks of greater complexity to synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, make and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

STRUCTURE

UNIT 1

Real-world accounting

- Introduction to accounting
- Accounting for today's businesses

UNIT 2

Financial reporting

- End-of-period reporting for today's businesses
- Performance analysis of a sole trader business

UNIT 3

Managing resources

- Cash management
- Managing resources for a sole trader

UNIT 4

Accounting — the big picture

- Fully classified financial statement reporting and analysis for a sole trader business
- Complete accounting process for a sole trader business
- Performance analysis of a public company

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Project - cash management
Up to 1000 words

Summative internal assessment 2 (IA2): 25%
Examination - combination response

UNIT 4

Summative internal assessment 3 (IA3): 25%
Examination - combination response

Summative external assessment (EA): 25%
Examination - combination response

Business | general senior subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

PATHWAYS

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

STRUCTURE

UNIT 1

Business creation

- Fundamentals of business
- Creation of business ideas

UNIT 2

Business growth

- Establishment of a business
- Entering markets

UNIT 3

Business diversification

- Competitive markets
- Strategic development

UNIT 4

Business evolution

- Repositioning a business
- Transformation of a business

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

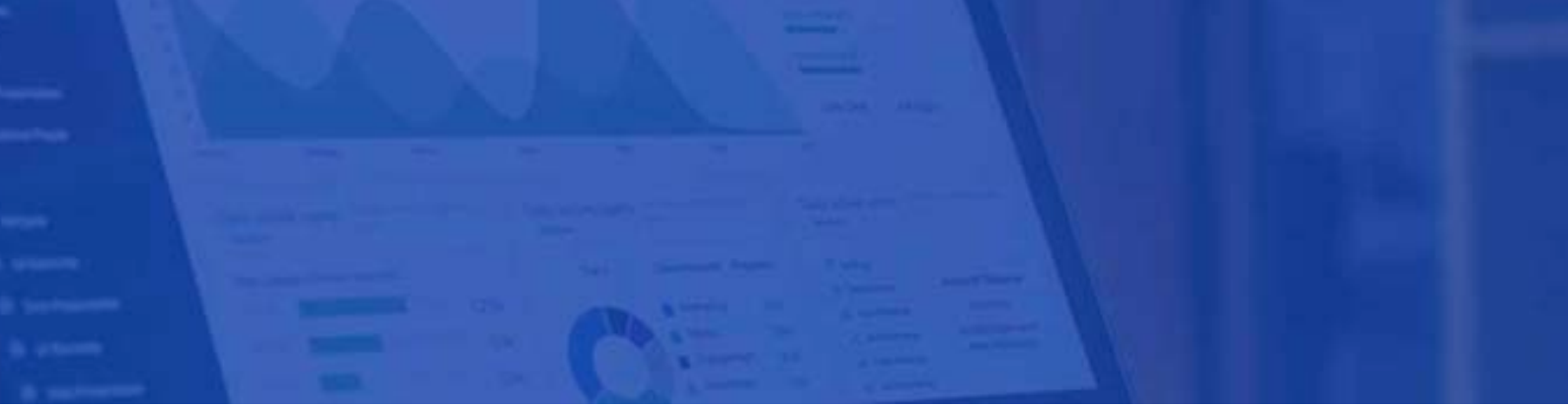
Summative internal assessment 1 (IA1): 25%
Examination — combination response

Summative internal assessment 2 (IA2): 25%
Business report
Up to 2000 words

UNIT 4

Summative internal assessment 3 (IA3): 25%
Feasibility report
Up to 2000 words

Summative external assessment (EA): 25%
Examination — combination response



BSB30120 Certificate III in **Business** | **VET**

REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery
- An excellent work readiness program where students develop a range of essential workplace skills.

WHAT DO STUDENTS ACHIEVE?

- BSB30120 Certificate III in Business (max. 8 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

SKILLS ACQUIRED

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

STUDY MODE

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

UNITS OF COMPETENCY

- BSBPEF201 - Support personal wellbeing in the workplace
- BSBPEF301 - Organise personal work priorities
- FNSFLT311 - Develop and apply knowledge of personal finances
- BSBWHS311 - Assist with maintaining workplace safety
- BSBSUS211 - Participate in sustainable work practices
- BSBXCM301 - Engage in workplace communication
- BSBTWK301 - Use inclusive work practices
- BSBXTW301 - Work in a team
- BSBCRT311 - Apply critical thinking skills in a team environment
- BSBTEC301 - Design and produce business documents
- BSBWRT311 - Write simple documents
- BSBTEC201 - Use business software applications
- BSBTEC203 - Research using the internet

OPTIONAL ADDITIONAL UNITS OF COMPETENCY

- BSBCMM411 - Make presentations*
- BSBPEF402 - Develop personal work priorities*

PATHWAYS

Students may also choose to continue their study by completing the Certificate IV / Diploma (e.g. Business or Small Business Management) or a Bachelor of Business, or similar, at a University.

COST

$395.00 per person

PROGRAM DISCLOSURE STATEMENT

PDS Declaration: This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement here. www.binnacletraining.com.au/rto

LANGUAGE, LITERACY, NUMERACY AND DIGITAL LITERACY SKILLS

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre enrolment in order to provide advice to students on the suitability of the training product

Third Party Services Statement
The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

Legal Studies | **general** senior subject

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

PATHWAYS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose.

STRUCTURE

UNIT 1

Beyond reasonable doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

UNIT 2

Balance of probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

UNIT 3

Law, governance and change

- Governance in Australia
- Law reform within a dynamic society

UNIT 4

Human rights in legal contexts

- Human rights
- Australia's legal response to international law and human rights
- Human rights in Australian contexts

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Examination — combination response

Summative internal assessment 2 (IA2): 25%
Inquiry report
Up to 2000 words

UNIT 4

Summative internal assessment 3 (IA3): 25%
Analytical essay
Up to 2000 words

Summative external assessment (EA): 25%
Examination — combination response

Food & Nutrition | general senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

PATHWAYS

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1

Food science of vitamins, minerals and protein

- Introduction to the food system
- Vitamins and minerals
- Protein

UNIT 2

Food drivers and emerging trends

- Consumer food drivers
- Sensory profiling
- Food safety and labelling
- Food formulation for consumers

UNIT 3

Food science of carbohydrate and fat

- Carbohydrate
- Fat

UNIT 4

Food solution development for nutrition consumer markets

- Formulation and reformulation for nutrition consumer markets
- Nutrition consumer markets

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Examination- combination response

Summative internal assessment 2 (IA2): 25% Food & Nutrition solution

UNIT 4

Summative internal assessment 3 (IA3): 25%
Food & Nutrition solution

Summative external assessment (EA): 25%
Examination — combination response

SIT20322 Certificate II in **Hospitality** | **VET**

Kick-start your career learning the basic skills and knowledge required to begin your journey in the hospitality industry.
Collaborate in group work to become employment ready or continue with further study.

This course offers you an introduction to hospitality and develops your skills and knowledge preparing you for your start in the industry. Learn the basic skills to work effectively and safely, discover how to interact with customers, increase your hospitality knowledge and skills and boost your cultural awareness. Successful completion of this course will enable you to continue on to the Certificate III in Hospitality or enter the workforce at an entry level position.

REGISTERED TRAINING ORGANISATION

TBC

QCE CREDITS 4

ASSESSMENT

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying, including observation, written assessment, questioning, portfolios, work samples and third-party feedback.

CORE UNITS

- BSBTWK201 Work effectively with others
- SITHIND006 Source and use information on the hospitality industry
- SITHIND007 Use hospitality skills effectively
- SITXCCS011 Interact with customers
- SITXCOM007 Show social and cultural Sensitivity
- SITXWHS005 Participate in safe work practices

ELECTIVE UNITS

- SITXFSA005 - Use hygenic practices for food safety
- SITHCCC024 - Prepare and present simple dishes
- SITHFAB021 - Provide responsible service of alcohol
- SITHFAB024 - Prepare and serve non-alcoholic beverages
- SITHFAB022 - Clean and tidy bar areas
- SITHFAB027 - Serve food and beverage

CAREER & PATHWAY OUTCOMES

- Bar Attendant
- Cafe Attendant
- Catering Assistant
- Chef
- Cook
- Food and Beverage Attendant
- Front Office Assistant
- Porter
- Room Attendant
- Or further Certificate/Diploma Courses or University.

COST

The Certificate II in Hospitality is VETiS funded making it fee free for eligible students. This means that if a student is eligible, the course is provided to them fee-free.

NATIONALLY RECOGNISED TRAINING

Ancient History | general senior subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

PATHWAYS

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

OBJECTIVES

By the conclusion of the course of study, students will:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose

STRUCTURE

UNIT 1

Investigating the Ancient World

- Digging up the past
- Features of ancient society

UNIT 2

Personalities in their time

- Cleopatra
- Nero

UNIT 3

Reconstructing the Ancient World

- Pompeii and Herculaneum
- Fifth-century Athens

UNIT 4

People, power and authority

- Ancient Greece - the Persian Wars
- QCAA will nominate a topic to be the basis of the external examination

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Examination — essay in response to historical sources

Summative internal assessment 2 (IA2): 25%
Investigation- independent source investigation
Length: Up to 2000 words

UNIT 4

Investigation — historical essay based on research
Length: Up to 2000 words

Summative external assessment (EA): 25%
Examination — short responses to historical sources

Geography | general senior subject

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

PATHWAYS

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

OBJECTIVES

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

STRUCTURE

UNIT 1

Responding to risk and vulnerability in hazard zones

- Natural hazard zones
- Ecological hazard zones

UNIT 2

Planning sustainable places

- Responding to challenges facing a place in Australia
- Managing challenges facing a megacity

UNIT 3

Responding to land cover transformations

- Land cover transformations and climate change
- Responding to local land cover transformations

UNIT 4

Managing population change

- Population challenges in Australia
- Global population change

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Examination — combination response

Summative internal assessment 2 (IA2): 25%
Field report

UNIT 4

Summative internal assessment 3 (IA3): 25%
Data report

Summative external assessment (EA): 25%
Examination — combination response

Modern History | general senior subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

PATHWAYS

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

OBJECTIVES

By the conclusion of the course of study, students will:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

STRUCTURE

UNIT 1

Ideas in the Modern World

- French Revolution, 1789–1799
- Australian Frontier Wars, 1788–1930s

UNIT 2

Movements in the Modern World

- Anti-apartheid movement in South Africa
- Women's movement since 1893

UNIT 3

National experiences in the Modern World

- Germany since 1914
- China since 1931

UNIT 4

International experiences in the Modern World

- Terrorism, anti-terrorism and counter-terrorism since 1984
- QCAA will nominate a topic to be the basis of the external examination

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Examination — essay in response to historical sources

Summative internal assessment 2 (IA2): 25%
Investigation- independent source investigation
Length: Up to 2000 words

UNIT 4

Summative internal assessment 3 (IA3): 25%
Investigation — historical essay based on research
Length: up to 2000 words

Summative external assessment (EA): 25%
Examination — short responses to historical sources

Social & Community Studies | **applied** senior subject

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject.

The focus on social relationships includes concepts and skills to assist students to engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

PATHWAYS

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

OBJECTIVES

By the conclusion of the course of study, students should:

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

STRUCTURE

Social & Community Studies is a four-unit course of study. Four of the six QCAA-developed units will be studied.

UNITS

- Lifestyle and financial choices
- Healthy choices for mind and body
- Australia and its place in the world
- Arts and identity

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques are:

PROJECT

Students develop recommendations or provide advice to address a selected issue related to the unit context. They also evaluate the project.

Response requirements:

Item of communication
One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 800 words

Evaluation
One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

EXTENDED RESPONSE

Students respond to stimulus related to an issue that is relevant to the unit context.

Response requirements:

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

INVESTIGATION

Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.

Response requirements:

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

Tourism | applied senior subject

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts.
The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the impacts of tourism, client groups and their needs and wants, and sustainable approaches in tourism.

PATHWAYS

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

OBJECTIVES

By the conclusion of the course of study, students should:

- explain tourism principles, concepts and practices
- ·examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

STRUCTURE

Tourism is a four-unit course of study. Four of the five QCAA-developed units will be studied.

UNITS

- Tourism and travel
- Tourism marketing
- Tourism trends and patterns
- Tourism industry and careers

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques are:

INVESTIGATION

Students investigate a unit related context by collecting and examining data and information.
Response requirements:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

PROJECT

Students develop an information package, promotion, guide, recommendation or product related to a unit context. They also evaluate the project.
Response requirements:

PRODUCT

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

EVALUATION

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Design | general senior subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach.

In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.
Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking. Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1

Stakeholder-centred design
- Designing for others

UNIT 2

Commercial design influences
- Responding to needs and wants

UNIT 3

Human-centred design
- Designing with empathy

UNIT 4

Sustainable design influences
- Responding to opportunities

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%
Design challenge

Summative internal assessment 2 (IA2): 30%
Project

UNIT 4

Summative internal assessment 3 (IA3): 25%
Project

Summative external assessment (EA): 25%
Examination — extended response

Engineering | general senior subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

PATHWAYS

A course of study in Engineering is suited to students who are interested in pathways beyond school that lead to tertiary studies and vocational education employment in the field of engineering (civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental). It will also benefit students wishing to pursue careers in architecture, project management, aviation, surveying and spatial sciences.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe engineering problems, knowledge, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1

Engineering fundamentals

- Engineering in society
- Engineering communication
- Introduction to engineering mechanics
- Introduction to engineering materials

UNIT 2

Emerging technologies

- Emerging needs in society
- Emerging processes, machinery and automation
- Emerging materials

UNIT 3

Civil Structures

- Civil Structures in society
- Civil structures and forces
- Civil engineering

UNIT 4

Machines and mechanisms

- Machines in society
- Machines, mechanisms and control
- Materials

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students, complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Engineered solution

Summative internal assessment 2 (IA2): 25%
Examination- combination response

UNIT 4

Summative internal assessment 3 (IA3): 25%
Engineered solution

Summative external assessment (EA): 25%
Examination- combination response

Furnishing Skills | **applied** senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.
Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

PATHWAYS

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

OBJECTIVES

By the conclusion of the course of study, students should:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations

Core Topics

- Industry practices
- Production processes

UNITS

- Furniture-making
- Cabinet-making
- Interior furnishing
- Production in the domestic furniture industry

ASSESSMENT

For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least two practical demonstrations (separate to the assessable component of a project).

Project

A response to a single task, situation and/or scenario.
A project consists of a product component and at least one of the following components:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3-6 minutes
- product: continuous class time.

Practical demonstration

A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
Students demonstrate production skills and procedures in class under teacher supervision.

Industrial Technology Skills | applied senior subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

OBJECTIVES

By the conclusion of the course of study, students should:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

STRUCTURE

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, or units, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core Topics

- Industry practices
- Production processes

UNITS

- Welding and fabrication (Engineering Skills)
- Production in the manufacturing engineering industry (Engineering Skills)
- Production in the commercial furniture industry (Furnishing Skills)
- Graphics for the engineering industry (Industrial Graphics Skills)

ASSESSMENT

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least two practical demonstrations (separate to the assessable component of a project).

Project

A response to a single task, situation and/or scenario.
A project consists of a product component and at least one of the following components:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3-6 minutes
- product: continuous class time.

Practical demonstration

A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
Students demonstrate production skills and procedures in class under teacher supervision.

CPC20220 Certificate II in **Construction Pathways** | **VET**

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE POINTS: 4

DESCRIPTION

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

APPLICATION

The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

ELIGIBILITY - COST

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.
Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.

For eligibility requirements, refer to the Blue Dog Training website:
https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

TRAINING & ASSESSMENT DELIVERY

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011*	Undertake a basic construction project

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').

MORE INFORMATION

More information about this qualification is available at:
https://training.gov.au/Training/Details/CPC20220

Nationally Recognised Training

MEM20422 Certificate II in **Engineering Pathways | VET**

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE POINTS: 4 Core Credits

DESCRIPTION

The MEM20422 qualification introduces students to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

APPLICATION

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

ELIGIBILITY - COST

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1,200.

For eligibility requirements, refer to the Blue Dog Training website:
https://bluedogtraining.com.au/en-au/for-schools

For information on the refund policy, visit:
https://bluedogtraining.com.au/en-au/company-policies#level-3

TRAINING & ASSESSMENT DELIVERY

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Handle construction materials
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

MORE INFORMATION

More information about this qualification is available at:
https://training.gov.au/Training/Details/MEM20422

Nationally Recognised Training

Digital Solutions | general senior subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

PATHWAYS

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1

Creating with code

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions

UNIT 2

Application and data solutions

- Data-driven problems and solution requirements
- Data and programming techniques
- Prototype data solutions

UNIT 3

Digital innovation

- Interactions between users, data and digital systems
- Real-world problems and solution requirements
- Innovative digital solutions

UNIT 4

Digital impacts

- Digital methods for exchanging data
- Complex digital data exchange problems and solution requirements
- Prototype digital data exchanges

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

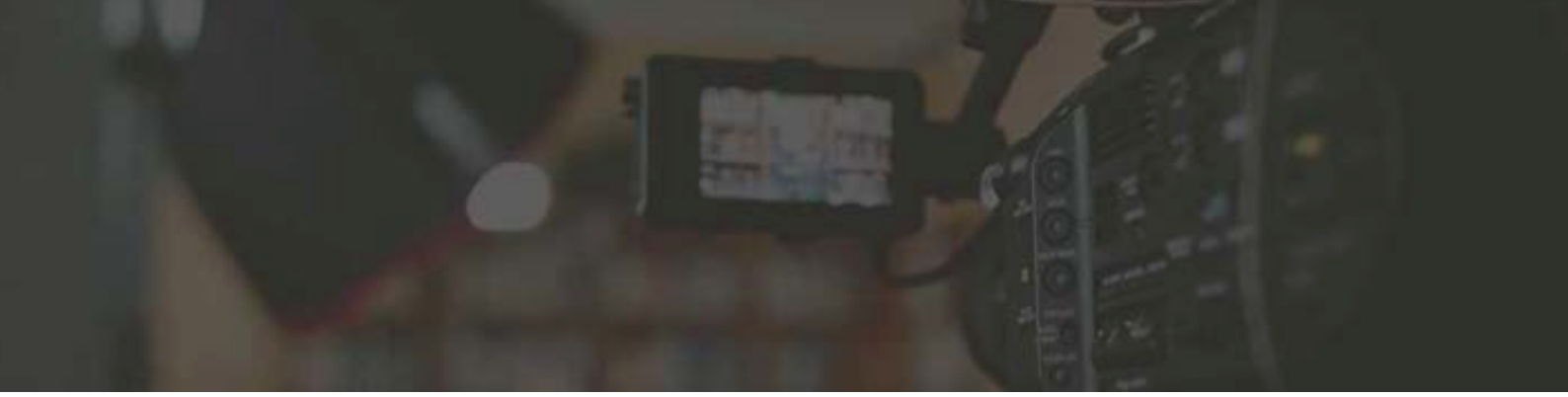
Summative internal assessment 1 (IA1): 25%
Technical proposal

Summative internal assessment 2 (IA2): 25%
Digital solution

UNIT 4

Summative internal assessment 3 (IA3): 25%
Digital solution

Summative external assessment (EA): 25%
Examination- combined response



Film, Television & New Media | general senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

PATHWAYS

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

OBJECTIVES

By the conclusion of the course of study, students will:

- design moving image media products
- create moving image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving image media products
- evaluate film, television and new media products, practices and viewpoints.

STRUCTURE

UNIT 1

Foundation
- Technologies
- Institutions
- Languages

UNIT 2

Stories
- Representations
- Audiences
- Languages

UNIT 3

Participation
- Technologies
- Audiences
- Institutions

UNIT 4

Artistry
- Technologies
- Representations
- Languages

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 15%
Case study investigation
Up to 1500 words

Summative internal assessment 2 (IA2): 25%
Multi-platform project
Up to 1000 words and 5 minute production

UNIT 4

Summative internal assessment 3 (IA3): 35%
Stylistic production
Up to 500 words and 5 minute production

Summative external assessment (EA): 25%
Examination — extended response

Information and Communication Technology | applied senior subject

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

PATHWAYS

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

OBJECTIVES

By the conclusion of the course of study, students should:

- identify and reproduce fundamental industry skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools
- use knowledge of industry practices and processes to determine the purpose of ICT products, including product specifications and features
- choose knowledge and skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools
- decide on the combination and order of processes to develop ICT products considering specifications, hardware and software requirements, ethical use, security, and safety of users to sequence processes to industry standards
- examine selected processes to determine their merit, value, or significance in relation to product specifications and appraise products by testing effectiveness and suitability, assessing strengths, implications and limitations using specifications and industry standards
- modify and improve processes and products based on identified strengths, implications and limitations, including amendments to hardware and software, product elements and components to improve alignment with client briefs, conventions and standards required in an industry-specific ICT task

STRUCTURE

The Information and Communication Technology course is a four-unit course of study designed around four elective units. Students will undertake the following in relation to each unit:

- demonstrate industry practices, skills and processes
- interpret client briefs and technical information to select and sequence processes
- evaluate and adapt processes and products

Topics

- App development
- Audio and video production
- Layout and publishing
- Digital imaging and modelling

ASSESSMENT

For Information and Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two product proposals
- at least two projects

PRODUCT PROPOSAL

Production of a low-fidelity prototype for a product proposal in response to a client brief and technical information including the following response:

- multimodal (at least two modes delivered at the same time) – up to 3 minutes, 6 A4 pages, or equivalent digital media

PROJECT

Production of a high-fidelity prototype in response to a client brief and technical information including the following response:

- multimodal (at least two modes delivered at the same time) – up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity prototype

Japanese | general senior subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

PATHWAYS

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- communicate using contextually appropriate Japanese

STRUCTURE

UNIT 1

私のくらし
My world
- Family/carers
- Peers
- Education

UNIT 2

私達の世界をたんけんする
Exploring our world
- Travel and exploration
- Social customs
- Japanese influences around the world

UNIT 3

私達の社会、文化とアイデンティティ
Our society; culture and identity
- Lifestyles and leisure
- The arts, entertainment and sports
- Groups in society

UNIT 4

私の現在と将来
My present; my future
- The present
- Future choices

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%
Examination — short response

Summative internal assessment 2 (IA2): 25%
Investigation — Combination response

UNIT 4

Summative internal assessment 3 (IA3): 30%
Extended response

Summative external assessment (EA): 25%
Examination — combination response

***Note: depending on numbers this subject may run as a combined Year 11 and Year 12 class.**

Dance | general senior subject

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

PATHWAYS

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

STRUCTURE

UNIT 1

Moving bodies
How does dance communicate meaning for different purposes and in different contexts?

- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - meaning, purpose and context
  - historical and cultural origins of focus genres

UNIT 2

Moving through environments
How does the integration of the environment shape dance to communicate meaning?

- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - physical dance environments including site-specific dance
  - virtual dance environments

UNIT 3

Moving statements
How is dance used to communicate viewpoints?

- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - social, political and cultural influences on dance

UNIT 4

Moving my way
How does dance communicate meaning for me?

- Genres:
  - fusion of movement styles
- Subject matter:
  - developing a personal movement style
  - personal viewpoints and influences on genre

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%
Performance

Summative internal assessment 2 (IA2): 20%
Choreography

UNIT 4

Summative internal assessment 3 (IA3): 35%
Dance work

Summative external assessment (EA): 25%
Examination- extended response

Drama | general senior subject

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

STRUCTURE

UNIT 1

Share
How does drama promote shared understandings of the human experience?

- cultural inheritances of storytelling
- oral history and emerging practices
- a range of linear and non-linear forms

UNIT 2

Reflect
How is drama shaped to reflect lived experience?

- Realism, including Magical Realism, Australian Gothic
- associated conventions of styles and texts

UNIT 3

Challenge
How can we use drama to challenge our understanding of humanity?

- Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
- associated conventions of styles and texts

UNIT 4

Transform
How can you transform dramatic practice?

- Contemporary performance
- associated conventions of styles and texts
- inherited texts as stimulus

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%
Performance

Summative internal assessment 2 (IA2): 20%
Dramatic Concept

UNIT 4

Summative internal assessment 3 (IA3): 35%
Practice-led project

Summative external assessment (EA): 25%
Examination- extended response

Music | general senior subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.
The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.
Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.
In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

PATHWAYS

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

STRUCTURE

UNIT 1

Designs
Through inquiry learning, the following is explored:

- How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

UNIT 2

Identities
Through inquiry learning, the following is explored:

- How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

UNIT 3

Innovations
Through inquiry learning, the following is explored:

- How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

UNIT 4

Narratives
Through inquiry learning, the following is explored:

- How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%
Performance

Summative internal assessment 2 (IA2): 20%
Composition

UNIT 4

Summative internal assessment 3 (IA3): 35%
Project.

Summative external assessment (EA): 25%
Examination- extended response

Note

Students have the option to choose Music Extension in either Performance or Composition in Year 12. This subject must be studied in conjunction with the General Music subject.

Physical Education | general senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

PATHWAYS

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

STRUCTURE

UNIT 1

Motor learning, functional anatomy, biomechanics and physical activity

- Motor learning in physical activity
- Functional anatomy and biomechanics in physical activity

UNIT 2

Sport psychology and equity in physical activity

- Sport psychology in physical activity
- Equity — barriers and enablers

UNIT 3

Tactical awareness and ethics in physical activity

- Tactical awareness in physical activity
- Ethics and integrity in physical activity

UNIT 4

Energy, fitness and training in physical activity

- Energy, fitness and training integrated in physical activity

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 25%
Project — folio

Summative internal assessment 2 (IA2): 25%
Investigation — report.

UNIT 4

Summative internal assessment 3 (IA3): 25%
Project — folio

Summative external assessment (EA): 25%
Examination — combination response

Sport & Recreation | applied senior subject

Sport & Recreation provides students with opportunities to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

PATHWAYS

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

OBJECTIVES

In Sport & Recreation, students have the opportunity to:

- Participate actively in sport and recreation to identify and interpret information about activities and strategies.
- Sort, analyse and review information obtained through investigation to determine appropriate and purposeful activities and strategies.
- Participate in authentic activities and implement strategies to enhance outcomes.
- Make judgements to assess outcomes, implications and/or limitations of authentic activities and strategies and reflect on how outcomes could be enhanced or maintained.

STRUCTURE

Sport & Recreation is a four-unit course of study. Four of the twelve QCAA-developed units will be studied.

UNITS

- Aquatic Recreation
- Coaching and Officiating
- Community Recreation
- Sustainable Outdoor Recreation

ASSESSMENT

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Two performance assessments
- Two project assessments

PERFORMANCE RESPONSE REQUIREMENTS

Students investigate, plan, perform and evaluation activities & strategies to enhance outcomes.

- **Performance** - Up to 4 minutes
- **Investigation, plan and evaluation** – one of the following:
  - Multimodal – up to 3 minutes, 6 A4 pages, or equivalent digital media
  - Spoken – up to 3 minutes
  - Written – up to 500 words

PROJECT RESPONSE REQUIREMENTS

Students investigate, plan, perform and evaluation activities & strategies to enhance outcomes.

- **Investigation and Session Plan** – one of the following:
  - Multimodal – up to 3 minutes, 6 A4 pages, or equivalent digital media
  - Spoken – up to 3 minutes
  - Written – up to 500 words
- **Performance** - Up to 4 minutes
- **Investigation, plan and evaluation** – one of the following:
  - Multimodal – up to 3 minutes, 6 A4 pages, or equivalent digital media
  - Spoken – up to 3 minutes
  - Written – up to 500 words

SIS30321 Certificate III in **Fitness** & SIS20122 Certificate II in **Sport and Recreation** | **VET**

REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non accredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

STUDY MODE

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

UNITS OF COMPETENCY

- HLTWHS001 - Participate in workplace health and safety
- SISXIND011 - Maintain sport, fitness and recreation industry knowledge
- BSBSUS211 - Participate in sustainable work practices
- BSBPEF202 - Plan and apply time management*
- SISSPAR009 - Participate in conditioning for sport*
- SISXCCS004 - Provide quality service
- SISXEMR003 - Respond to emergency situations
- HLTAID011 - Provide First Aid
- SISOFLD001 - Assist in conducting recreation sessions*
- SISXFAC006 - Maintain activity equipment*
- BSBPEF301 - Organise personal work priorities
- BSBOPS304 - Deliver and monitor a service to customers
- SISFFIT035 - Plan group exercise sessions
- SISFFIT036 - Instruct group exercise sessions
- SISFFIT032 - Complete pre-exercise screening and service orientation
- SISFFIT033 - Complete client fitness assessments
- SISFFIT052 - Provide healthy eating information
- SISFFIT040 - Develop and instruct gym-based exercise programs for individual clients
- SISFFIT047 - Use anatomy and physiology knowledge to support safe and effective exercise

* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as additional bonus units on the Statement of Attainment

PATHWAYS

This qualification provides a pathway to work as a Group Exercise Instructor or Gym Fitness Instructor.

COST

$495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00) (+ First Aid $75.00)

PROGRAM DISCLOSURE STATEMENT

PDS Declaration: This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement here. www.binnacletraining.com.au/rto

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre enrolment in order to provide advice to students on the suitability of the training product

Third Party Services Statement

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

Biology | general senior subject

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understandings
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

STRUCTURE

UNIT 1

Cells and multicellular organisms

- Cells as the basis of life
- Exchange of nutrients and wastes
- Cellular energy, gas exchange and plant physiology

UNIT 2

Maintaining the internal environment

- Homeostasis
- Infectious diseases and epidemiology

UNIT 3

Biodiversity and the interconnectedness of life

- Biodiversity and populations
- Functioning ecosystems and succession

UNIT 4

Heredity and continuity of life

- Genetics and heredity
- Continuity of life on Earth

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 10%
Data test – short answer

Summative internal assessment 2 (IA2): 20%
Student experiment- report

UNIT 4

Summative internal assessment 3 (IA3): 20%
Research investigation- report

Summative external assessment (EA): 50%
Examination - combination response

Chemistry | general senior subject

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

PATHWAYS

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

STRUCTURE

UNIT 1

Chemical fundamentals — structure, properties and reactions

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions —reactants, products and energy change

UNIT 2

Molecular interactions and reactions

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

UNIT 3

Equilibrium, acids and redox reactions

- Chemical equilibrium systems
- Oxidation and reduction

UNIT 4

Structure, synthesis and design

- Properties and structure of organic materials
- Chemical synthesis and design

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 10%
Data test – short answer

Summative internal assessment 2 (IA2): 20%
Student experiment- report

UNIT 4

Summative internal assessment 3 (IA3): 20%
Research investigation- report

Summative external assessment (EA): 50%
Examination - combination response

Physics | general senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

STRUCTURE

UNIT 1

Thermal, nuclear and electrical physics

- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits

UNIT 2

Linear motion and waves

- Linear motion and force
- Waves

UNIT 3

Gravity and electromagnetism

- Gravity and motion
- Electromagnetism

UNIT 4

Revolutions in modern physics

- Special relativity
- Quantum theory
- The Standard Model

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 10%
Data test – short answer

Summative internal assessment 2 (IA2): 20%
Student experiment - report

UNIT 4

Summative internal assessment 3 (IA3): 20%
Research investigation - report

Summative external assessment (EA): 50%
Examination - combination response

Psychology | general senior subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

Students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence. They gain an appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour. Students will develop the ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

STRUCTURE

UNIT 1

Individual Development

- The role of the brain
- Cognitive development
- Consciousness, attention and sleep

UNIT 2

Individual Behaviour

- Intelligence
- Diagnosis
- Psychological disorders and treatments
- Emotion and motivation

UNIT 3

Individual Thinking

- Brain function
- Sensation and perception
- Memory
- Learning

UNIT 4

The influence of others

- Social Psychology
- Interpersonal processes
- Attitudes
- Cross-cultural psychology

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 10%
Data test- short answer

Summative internal assessment 2 (IA2): 20%
Student experiment- report

UNIT 4

Summative internal assessment 3 (IA3): 20%
Research investigation - report

Summative external assessment (EA): 50%
Examination - combination response

Aquatic Practices | applied senior subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

***This subject will involve a fee for materials & costs for additional optional excursions**

PATHWAYS

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

STRUCTURE

Aquatic Practices is a four-unit course of study. Units can be studied at any stage in the course. The school and subject teachers will make decisions on which units to implement based upon resources and expertise. Students are required to participate in a minimum of five hours field work for each unit and to actively engage with both subject matter and community.

UNIT 1

Aquatic Ecosystems

- Biodiversity
- Cultural significance of water ways
- Management techniques

UNIT 2

Coastlines and Navigation

- Properties of waves and currents
- Navigation and communication
- Erosion

UNIT 3

Recreational and Commercial Fishing

- Significance of fishing
- Fishing techniques
- Seafood handling techniques

UNIT 4

Using the Aquatic Environment

- How humans interact with the aquatic environment
- Aquatic activities e.g. surfing, snorkelling
- Safe, use & maintenance of equipment

ASSESSMENT

The syllabus requires students to engage with two assessment tasks with each unit. There are two types of assessment students will be asked to do.

Applied Investigation

- Multimodal (up to 7 minutes)

or

- Written (up to 1000 words)
- Investigate a research question by collecting, analysing and interpreting primary or secondary information.

Practical Project

- Students use practical skills to complete a project in response to a scenario
- Product & performance (up to 4 minutes)
- Documented process – multimodal (up to 5 minutes)

Agricultural Practices | applied senior subject

Agricultural Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in agricultural science, workplaces and other settings. Learning in Agricultural Practices involves creative and critical reasoning; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Projects and investigations are key features of Agricultural Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike agricultural contexts.

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

PATHWAYS

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

OBJECTIVES

By the conclusion of the course of study, students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

STRUCTURE

Agricultural Practices is a four-unit course of study. This syllabus contains eight QCAA-developed units as options for schools to select from to develop their course of study.

UNITS

- Land-based plant production
- Land-based animal production
- Plant Industries
- Animal Industries

ASSESSMENT

The syllabus requires students to engage with two assessment tasks with each unit. There are two types of assessment students will be asked to do.

Applied Investigation

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
- Written: up to 1000 words

Practical Project

Completed project
One of the following:

- Product: 1
- Performance: up to 4 minutes

Documented process
Multimodal (at least two modes delivered at the same time): up to 5 minutes,

HLT33115 Certificate III in **Health Services Assistance** | **VET**

INCLUDING HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES

REGISTERED TRAINING ORGANISATION

Connect 'n' Grow (RTO code: 40518)

QCE CREDITS

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

QUALIFICATION DESCRIPTION

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people. Refer to training.gov.au for specific information about the qualification.

DELIVERY OVERVIEW

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

PATHWAYS

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

COURSE UNITS

Year 1 (Cert II Units)

- CHCCOM005 - Communicate and work in health or community services*
- HLTWHS001 - Participate in workplace health and safety*
- CHCDIV001 - Work with diverse people*
- HLTINF006 - Apply basic principles and practices of infection prevention and control*
- CHCCCS010 - Maintain a high standard of Service*
- HLTHSS011 - Maintain stock inventory
- BSBPEF202 - Plan and apply time management
- BSBINS201 - Process and maintain workplace information
- HLTHSS009 - Perform general cleaning tasks in a clinical setting
- HLTWHS005 - Conduct manual tasks safely
- BSBOPS203 - Deliver a service to customers
- CHCPRP005 - Engage with health professionals and the health system*

***units Credit Transferred from Cert II into the Cert III**

Year 2 (Cert III Units)

- HLTAAP001 - Recognise healthy body systems
- BSBMED301 - Interpret and apply medical terminology
- BSBWOR301* - Organise personal work priorities and development
- BSBPEF301 - Organise personal work priorities
- HLTAID011 - Provide first aid
- HLTAID009 - Provide cardiopulmonary resuscitation
- HLTAID010 - Provide basic emergency life support
- CHCINM002 - Meet community information needs
- CHCCCS009 - Facilitate responsible behaviour
- CHCDIV002 - Promote Aboriginal and/or Torres Strait Islander cultural safety

ASSESSMENT

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

WORK EXPERIENCE

Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.

OBLIGATION

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

COST

The total Fee For Service cost of these courses [Cert II and Cert III] is TBC. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow to explore potential options.

NATIONALLY RECOGNISED TRAINING

Visual Art | general senior subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

OBJECTIVES

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

STRUCTURE

UNIT 1

Art as lens
Through inquiry learning, the following are explored:

- Concept: lenses to explore the material world
- Contexts: personal and contemporary
- Focus: People, place, objects

UNIT 2

Art as code
Through inquiry learning, the following are explored:

- Concept: art as a coded visual language
- Contexts: formal and cultural
- Focus: Codes, symbols, signs and art conventions

UNIT 3

Art as knowledge
Through inquiry learning, the following are explored:

- Concept: constructing knowledge as artist and audience
- Contexts: contemporary, personal, cultural and/or formal
- Focus: student-directed

UNIT 4

Art as alternate
Through inquiry learning, the following are explored:

- Concept: evolving alternate representations and meaning
- Contexts: contemporary and personal, cultural and/or formal
- Focus: student-directed focus

ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1): 20%
Investigation — inquiry phase 1.

Summative internal assessment 2 (IA2): 25%
Project — inquiry phase 2

UNIT 4

Summative internal assessment 3 (IA3): 30%
Project — inquiry phase 3

Summative external assessment (EA): 25%
Examination- extended response

Visual Arts in Practice | **applied** senior subject

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

PATHWAYS

A course of study in Visual Arts in Practice can establish a basis for further education and employment in the fields of advertising, animation, ceramics, decorating, design, drafting, game design, illustrating, make-up artistry, photography, styling and visual merchandising.

OBJECTIVES

By the conclusion of the course of study, students should:

- Use visual arts practices. When making, students use art-making modes, media, technologies and skills to create artworks.
- Plan artworks. When responding, students analyse key features of purpose and context to plan artworks.
- Communicate ideas. When making, students use visual language to create artworks for specific purposes and in specific contexts.
- Evaluate artworks. When responding, students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks.

STRUCTURE

Students will complete four units over the two year course.

UNIT A: LOOKING INWARDS (SELF)

In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.

UNIT B: LOOKING OUTWARDS (OTHERS)

In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.

UNIT C: CLIENTS

In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills.

UNIT D: TRANSFORM AND EXTEND

In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.

ASSESSMENT

Two assessment instruments must be implemented with each unit. Assessment in Visual Arts in Practice requires students to:

- plan artworks
- communicate ideas
- evaluate artworks

A Ω
- SHALOM -