



ST TERESA'S
CATHOLIC COLLEGE

*inspiring a life-long
love of learning*

2022

Senior

SENIOR LEARNING HANDBOOK



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Information inside this Handbook is correct at the time of publication. Last Modified on Wednesday 1st December 2021.

Please note: The current version of this document can be accessed on the St Teresa's Catholic College website.

Not all subjects and courses included in this handbook will operate in 2022/23. Please contact the College website for updated subject and course information.

Principal's Welcome

Dear Parents, Guardians and Students,

Year 10 marks a pivotal point in the schooling experience of secondary students, whereby significant reflection and discernment is required in undertaking the Senior Education and Training (SET) Planning process. The intended outcome here is that students select pathways, subjects and courses that will ensure their final two years at high school are engaging, enjoyable and fruitful, as well as ensuring that their learning successes up to this point align with their future hopes and dreams.

The Senior Learning Handbook provides a wealth of information regarding certification and qualifications to achieve a Queensland Certificate of Education (QCE) and eligibility for an Australian Tertiary Admissions Rank (ATAR).

Decisions made at this point of the students' educational journey need to be informed decisions. There is an abundance of information available to assist deliberations, which has been captured in this handbook. It is imperative that parents, guardians and students read the handbook in the first instance. By doing this, questions will arise that will customise the process, in terms of the needs of the individual, i.e., the student.

Students should also draw on their Individual Career Pathway (ICP) from the past four years to gather evidence that will support the viability (in terms of capacity and work ethic) of them being prepared for the rigour and relevance of the pathway and courses they choose.

Additionally, their recent Work Experience block will contribute to decisions. I encourage students to also make contact with individual subject Curriculum Development Leaders at the College to provide some fine grain detail around course requirements and suitability.

The College looks forward to working constructively with our families and the students, throughout the SET Planning process, to set up successful culmination to their formal schooling journey.

All things considered, the SET Planning process is a challenging, yet exciting, time for our Year 10 cohort. I offer my best wishes to all throughout this time of discernment.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'DMcInnes', with a large circular flourish at the beginning and a horizontal line extending to the right.

Mr David McInnes

SENIOR CERTIFICATION AND QUALIFICATIONS

Students studying at St Teresa's Catholic College may exit Year 12 with one or more of the following documents and/or qualifications:

- Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:
 - Senior Statement
 - Queensland Certificate of Education (QCE)
 - Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

- Vocational Education & Training (VET) qualification
- Australian Tertiary Admission Rank (ATAR)

Senior Statement

Students are issued with a Senior Statement in the December following the completion of a Queensland Curriculum and Assessment Authority (QCAA) developed course of study. A new Senior statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

More information about the QCE is available at <https://myqce.qcaa.qld.edu.au/>

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.

Vocational Education and Training (VET) qualifications

All VET courses, whether provided through the College or another Registered Training Organisation (RTO), deliver nationally accredited and recognised qualifications. Upon completing a certificate or diploma, students will be issued with the qualification by the relevant RTO. Where a qualification is partially completed, students will be issued with a Statement of Attainment listing units of competency attained.

Australian Tertiary Admission Rank (ATAR)

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0.00, in steps of 0.05. ATARs below 30 will be reported as '30.00 or less'.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Queensland school leavers.

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATAR online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

More information about ATAR is available at <https://www.qtac.edu.au/atar/>.

SENIOR SCHOOL PATHWAYS

The end of Year 10 marks the completion of compulsory education. Beyond this is the exciting commencement of post compulsory education. By law, students are required to be *earning or learning* for a further two years. It is referred to as the compulsory participation phase of young people’s education.

In selecting a pathway, students are asked to keep the following points in mind:

- Be **realistic** about expectations – use your existing achievement data.
- **Challenge** yourself to optimise your talents and opportunities.
- Be prepared to **commit** yourself to your choices.
- Maintain **flexibility**.

Students at St Teresa’s Catholic College can undertake one of two pathways shown below.

Further Training / Study Pathway	ATAR Pathway
<p style="text-align: center;">6 subjects / courses</p> <p style="text-align: center;">Combination of:</p> <p style="text-align: center;">General subjects and/or Applied subjects and/or VET Qualifications</p> <p style="text-align: center;">Must include: English subject Mathematics subject Religious Education subject</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>Apprenticeship / Traineeship / Employment</p> </div> <div style="text-align: center;"> <p>or</p> </div> <div style="text-align: center;">  <p>Certificate III / IV or Diploma</p> </div> </div>	<p style="text-align: center;">6 subjects / courses</p> <p style="text-align: center;">including a minimum of 4 General subjects</p> <p style="text-align: center;">may include</p> <p style="text-align: center;">1 Applied subject or Certificate III or above</p> <p style="text-align: center;">Must include: English subject Mathematics subject Religious Education subject</p> <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="margin: 0 20px;">  </div> <div style="text-align: center;"> <p>Bachelor Degree</p> </div> </div>

ATAR Pathway

In choosing this pathway, students see themselves as having the interest and ability to study at a bachelor's degree level immediately following their Senior Phase of Learning.

Current skills acquired, subject interests, academic dispositions and standards achieved are the most accurate predictors of future successes. Therefore, Year 10 grades are the most accurate predictors of success in this pathway. An overall average of 'B' is the minimum recommended standard when selecting this pathway.

Australian Tertiary Admission 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.

English requirement

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

Satisfactory completion will require students to attain a minimum grade of C or better in units 3 and 4 in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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.

Further Training / Study Pathway

This pathway offers students the outcome of progressing directly to TAFE Queensland or another place of study to further their learning with a Diploma or higher-level certificate course or moving directly to work following senior schooling.

Students will typically complete a VET qualification that articulates to a range of post school options at TAFE, other places of further training and learning, or university. For example, students can use this pathway to commence studying at TAFE or another RTO in a Diploma Course and transfer to University using recognition/transfer of prior learning.

Students combine their VET course with other suitably chosen General and / or Applied subjects and / or other VET qualifications.

For students wishing to move directly to employment following school, participating in a school-based apprenticeship or traineeship (SAT) during their senior phase of learning can facilitate the transition. As a school-based apprentice or trainee, students combine paid on-the-job training with required learning at a RTO, while completing their senior school studies. Students will combine their SAT with other General, Applied and VET subjects and courses

The literacy and numeracy demands of VET qualifications assume a minimum achievement of a pass in Year 10 English and Mathematics, with qualifications at level III and above requiring more complex skill and knowledge applications. Students entering a school-based apprenticeship in electrotechnology require documented evidence of a pass in Year 10 Mathematics, English and Science.

SENIOR SUBJECTS AND COURSES

St Teresa's offers three types of senior subject syllabuses developed by the QCAA — General, Applied and Short Courses. The College also offers Vocational Education & Training (VET) qualifications accredited through the [Australian Qualifications Framework \(AQF\)](#).

Results in General and Applied subjects and VET qualifications 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 or VET qualification (at level III or higher) can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

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.

All senior syllabuses and VET courses are underpinned by literacy and numeracy. General syllabuses and Short courses are also underpinned by 21st century skills needed to prepare students 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 and communication technologies (ICT) skills. In addition to literacy and numeracy, applied syllabuses are also underpinned by applied learning, community connections and core skills for work. All VET units of competency include foundation skills – the range of skills needed to communicate at work, at home and in the community.

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. General subjects include Extension subjects.

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. In units 3 and 4, students complete a total of four summative assessments — three internal and one external - which count towards the overall subject result in each General subject. Student's results in the internal 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%.

Extension syllabuses

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

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.

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course 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.

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

Applied syllabuses do not use external assessment.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. Short courses in Literacy and Numeracy will be identified as appropriate for individual students by senior staff.

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

Vocational Education and Training (VET) Qualifications

Successful completion of VET provides students with nationally recognised qualifications that deliver the skills and knowledge required for specific industries and occupations. The benefits of VET include but are not limited to:

- obtaining practical experience from work and developing employability skills
- gaining familiarity on how workplaces operate
- allowing students to explore a potential career path they would like to pursue

Completion of certificate courses provide students with qualifications that lead to the possibility of a wide variety of further training as well as the possibility of employment due to the nature of the competencies taught. **Structured workplace learning is featured in many VET courses, requiring time spent for training and assessment in a real or simulated workplace. This may be scheduled during or out of school hours.**

Completed VET qualifications may be used for tertiary selection in two ways:

- as one of the five inputs into a student's ATAR (only completed Certificate III level or higher); and/or
- as a stand-alone basis for tertiary admission, institution policies vary and should be consulted for more detail.

St Teresa's Catholic College is a Registered Training Organisation (RTO 31297) and senior students are able to select from qualifications on the College scope of registration and from a variety offered by other registered training providers. Delivery mode may be face-to-face, online, off campus, or a combination of these.

**For the latest information regarding VET Courses delivered by
St Teresa's College in 2022
please contact the Pathways Coordinator.**

For information about the VET Complaints and Appeals policy and the VET Privacy policy, please refer to the Vocational Education and Training page of the College website.

[http://www.stteresa.qld.edu.au/Learning/Pages/Vocational%20Education%20and%20Training%20\(VET\).aspx](http://www.stteresa.qld.edu.au/Learning/Pages/Vocational%20Education%20and%20Training%20(VET).aspx)

In addition to the VET qualifications included in this Handbook, students may consider those offered by TAFE Queensland. See the TAFE at School 2022 Course Guide for details.

School-based Apprenticeships and Traineeships (SATs)

As a school-based apprentice or trainee, students can work for an employer, and get paid, train toward a nationally recognised qualification and complete their senior secondary school studies. School-based apprenticeships and traineeships:

- help students transition from school to work.
- provide students with opportunities to develop skills and knowledge relating to actual employment situations.
- allow students to start, and in some cases, complete a vocational qualification while still at school.
- improve students post-schooling employment and training opportunities and pathways.

More information about school-based apprenticeships and traineeships can be accessed via <https://www.qld.gov.au/education/apprenticeships/school-based> and by contacting the Pathways office.

PATHWAY PLANNING

What is a SET plan?

A Senior Education and Training (SET) plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways.

The purpose of a SET plan is to help students:

- set and achieve their learning goals in Years 11 and 12.
- include flexible and coordinated pathway options in their course of senior study.
- think about their education, training and career options after Year 12 and make decisions about their learning pathways.
- structure their learning around their abilities, interests and ambitions.
- communicate with their parents, teachers and career advisers about their learning pathways and post-school plans.

The SET planning process

Year 10 students complete their SET Planning activities and SET Plan at school and at home.

Students will lodge their SET Plan in Term 2 and select their senior school subjects and courses using the internet-based booking system, Subject Selection Online (SSO). At the end of the process, students are able to print a copy of the plan and book an interview time with their SET Plan mentor.

SET Plan mentors then review these plans, and pathway and subject and course selections are confirmed during an interview with the student, parents/ carers and mentors. The plan is finalised by the end of Year 10 and is updated if changes occur.

Students have the opportunity to engage in a range of career education activities to explore the world of work, identify job clusters they are interested in and may be suited to, research pathways, and build career development skills they will need throughout their working lives.

Online resources students access include:

- [STCC Careers \(https://www.stcccareers.com/\)](https://www.stcccareers.com/) - St Teresa's career website will connect users to current information on careers, post-school pathways, training and study options across Australia, scholarships, job vacancies and much more.
- [myfuture \(https://myfuture.edu.au/home\)](https://myfuture.edu.au/home) – an extensive Australian database on occupations, courses, case studies and career insights
- [TAFE Queensland myPROFILER \(https://myprofiler.tafeqld.edu.au/\)](https://myprofiler.tafeqld.edu.au/) – a quick, easy to use tool that connects student interests to work clusters and certificate and diploma courses.
- [Job Outlook \(https://joboutlook.gov.au/\)](https://joboutlook.gov.au/) - provides information about Australian careers, labour market trends and employment projections.

Choosing subjects and courses

Students should consider:

- passions and interests – what subjects and learning areas do they enjoy?
- strengths – what subjects and learning areas do they achieve well in? Students should review their Individual Career Pathway (ICP), results and assessment reflections to date.
- goals and ambitions – short and long term.
- pre-requisites and recommended study – what subjects do they need for entry into tertiary courses and what subjects and courses will assist them in further study, training and work.

Tertiary prerequisites, assumed knowledge and recommended study

See QTAC Year 10 Guide: https://www.qtac.edu.au/wp-content/uploads/2021/02/My_Path_Year_10_Guide_2023.pdf for tertiary prerequisite information by institution which includes details on prerequisites, assumed knowledge and recommended study for courses starting in 2024.

Senior phase subject change process

While for most students their SET Plan remains valid throughout senior school, there may be circumstances where a subject or pathway change is required. In these circumstances it is important to maintain patterns of study required for QCE eligibility and to maximise potential pathway options. Therefore, the following timings and procedures for subject and course changes apply:

General and Applied subjects	
Change of subject timing	Change of subject requirement
An application to change a subject may be made at the end of Unit 1 or the end of Unit 2	<ul style="list-style-type: none"> • Meeting of recommended achievement levels in Year 10 for senior subject • Completion of work to date or demonstration of new subject requirements
No transfer is available between Units 3 and 4 as the QCAA combines the credit for Units 3 and 4	
VET courses	
Week 3, Term 1 Year 11 is the general cut off for applying to move into a VET course. This is subject to class capacity and RTO approval.	<ul style="list-style-type: none"> • Meeting of recommended achievement levels in Year 10 for senior subject • Completion of work to date in new course

QCAA SENIOR SYLLABUSES AND VET QUALIFICATIONS

Mathematics

General

General Mathematics

Mathematical Methods

Specialist Mathematics

Applied

Essential Mathematics

Short Course

Numeracy

Technologies

General

Design

Digital Solutions

Food and Nutrition

VET Qualification

Certificate I in Construction

Certificate III in Engineering - Technical

Certificate II in Hospitality

Certificate III in Information Technology

The Arts

General

Dance

Drama

Film, Television and New Media

Music

Visual Art

Applied

Arts in Practice

VET Qualification

Certificate IV in Dance

Certificate IV in Music (Performance Specialisation)

Certificate III in Visual Arts

English

General

English

Literature

English & Literature Extension

Applied

Essential English

Health & Physical Education

General

Health

Physical Education

Applied

Sport & Recreation

VET Qualification

Certificate II in Sport & Recreation (Yr 11)

Certificate III in Fitness (Yr 12)

Humanities and Social Sciences

General

Ancient History

Business

Geography

Legal Studies

Modern History

Applied

Religion & Ethics

VET Qualification

Certificate III in Business

Diploma of Business

Certificate IV in Justice Studies

Certificate II Tourism (Yr11)

Certificate III in Tourism (Yr 12)

Science

General

Biology

Chemistry

Physics

Psychology

Languages

General

French

Recommended Minimum Achievement levels in Year 10 for senior subjects in 2022

Mathematics	
General	
• General Mathematics	Year 10 Maths B or 10A Maths C+
• Mathematical Methods	Year 10A Mathematics B+
• Specialist Mathematics	Year 10A Mathematics B+
Applied	
• Essential Mathematics	Year 10/10A Mathematics C+
Short Course	
• Numeracy	Consultation required to approve selection of this course. Contact the Mathematics Curriculum Development Leader
English	
General	
• English	English B-
• Literature	English B-
• English and Literature Extension	Units 1 & 2 of English or Literature B
Applied	
• Essential English	English C
Humanities and Social Sciences	
• Ancient History	English B-, History B-
• Business	English B-, Mathematics C
• Geography	English B-, History B-, Science C+
• Legal Studies	English B-, History B-
• Modern History	English B-, History B-
• Study of Religion	English B-, Religion B
• Religion and Ethics	English C, Religion C
VET Qualifications	
• Certificate III in Business	English C, Mathematics C
• Diploma in Business	English B, Mathematics B
• Certificate IV in Justice Studies	English B-
• Certificate II in Tourism (Year 11)	English B-
• Certificate III in Tourism	Completion of Certificate II in Tourism in Year 11
Technologies	
General	
• Design	English B, Mathematics B
• Digital Solutions	English C, Mathematics B
• Food & Nutrition	English B-, Science C, Mathematics C
Applied	
• Certificate I in Construction	English C, Mathematics C
• Certificate III in Engineering Technical – CAD	English C, Mathematics C
• Certificate II in Hospitality	English C, Mathematics C
• Certificate III in Information Technology	English C, Mathematics C

Health and Physical Education	
General	
• Health	English B, Science B, HPE B
• Physical Education	English B, Science B, HPE B
Applied	
• Sport & Recreation	English C, Mathematics C
VET Qualification	
• Certificate II in Sport & Recreation and Certificate III in Fitness	English C, Mathematics C

Science	
General	
• Biology	English B-, Science B, Mathematics B
• Chemistry	English B-, Science B, Mathematics B
• Physics	English B-, Science B, 10A Mathematics B
• Psychology	English B-, Science B, Mathematics B
Applied	
• Science in Practice	English C, Science C, Mathematics C
Languages	
• French	English B-, French C
The Arts	
General	
• Dance	English B-
• Drama	English B-
• Film, Television & New Media	English B-
• Music	Music B-
• Visual Art	English B-
Applied	
• Arts in Practice	English C+
VET Qualifications	
• Certificate IV in Dance	English C, and Audition required
• Certificate IV in Music (Performance Specialisation)	English C, Music C
• Certificate III in Visual Arts	English C

General Mathematics

General subject

General

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 a practical approach that equips 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:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Mathematical Methods

General subject

General

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:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	0%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50%			
• Examination			

Specialist Mathematics

General subject

General

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

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics 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 developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining 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:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Essential Mathematics

Applied subject

Applied

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.

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.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

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:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning

solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Number, data and graphs</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	<p>Money, travel and data</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	<p>Measurement, scales and data</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	<p>Graphs, chance and loans</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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	Unit 4
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Problem-solving and modelling task 	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Problem-solving and modelling task
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Common internal assessment (CIA) 	<p>Summative internal assessment (IA4):</p> <ul style="list-style-type: none"> • Examination

Numeracy

Short Course

Short
Course

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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:

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

Structure

Numeracy is a course of study consisting of two topics:

- Personal identity and education
- The work environment

These topics provide a context for student learning and experiences and align with the three domains of communication in the ACSF:

- Personal and community, which encompasses
 - expressing personal identity and achieving personal goals
 - understanding and interacting with the wider community
- Education and training, which encompasses
 - any form of structured learning
 - learning towards a formal qualification
 - learning within a language, literacy and numeracy program or community-based program
 - formal or informal on-the-job learning and training
- Workplace and employment, which encompasses activities
 - that an individual may be involved in as a member of an organisation
 - that may be conducted by someone working alone
 - related to preparing for and seeking employment
 - within an existing workplace, including organisational and management tasks

Assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none">• an extended response — oral mathematical presentation (Internal assessment 1A)• a student learning journal (Internal assessment 1B).	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none">• an examination — short response (Internal assessment 2A)• a student learning journal (Internal assessment 2B).

English

General subject

General

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/signer/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	Unit 2	Unit 3	Unit 4
<p>Perspectives and texts</p> <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	<p>Texts and culture</p> <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	<p>Textual connections</p> <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	<p>Close study of literary texts</p> <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> Examination — analytical written response 	25%

Literature

General subject

General

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.

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/signer/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	Unit 2	Unit 3	Unit 4
<p>Introduction to literary studies</p> <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	<p>Texts and culture</p> <ul style="list-style-type: none"> • 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 	<p>Literature and identity</p> <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	<p>Independent explorations</p> <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Examination — analytical written response 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Extended response — imaginative written response 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Extended response — imaginative spoken/multimodal response 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination — analytical written response 	25%

English & Literature Extension

General subject

General

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signified extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Students wishing to study English & Literature Extension in Year 12 should select both English and Literature for study in Year 11. The Extension subject will then replace the subject “English” for Units 3 and 4.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education,

policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
<p>Ways of reading</p> <ul style="list-style-type: none"> • Readings and defences • Complex transformation and defence 	<p>Exploration and evaluation</p> <ul style="list-style-type: none"> • Extended academic research paper • Application of theory

Assessment

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).

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Extended response — reading and defence 	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Extended response — academic research paper 	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Extended response — complex transformation and defence 	20%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination — theorised exploration of unseen text 	25%

Essential English

Applied subject

Applied

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 everyday, 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 achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- 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 mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Language that works</p> <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	<p>Texts and human experiences</p> <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	<p>Language that influences</p> <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	<p>Representations and popular culture texts</p> <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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	Unit 4
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Extended response — spoken/signed response 	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Extended response — Multimodal response
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Common internal assessment (CIA) 	<p>Summative internal assessment (IA4):</p> <ul style="list-style-type: none"> • Extended response — Written response

Ancient History

General subject

General

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.

Structure

A single topic in each unit will be selected from the following:

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none">• Digging up the past• Ancient societies — Slavery• Ancient societies — Art and architecture	Personalities in their time <ul style="list-style-type: none">• Hatshepsut• Akhenaten• Xerxes• Perikles• Alexander the Great• Hannibal Barca	Reconstructing the ancient world <ul style="list-style-type: none">• Thebes — East and West, 18th Dynasty Egypt• The Bronze Age Aegean	People, power and authority <p>Schools choose one study of power from:</p> <ul style="list-style-type: none">• Ancient Egypt — New Kingdom Imperialism• Ancient Greece — the Persian Wars

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:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices. 	<ul style="list-style-type: none"> • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<ul style="list-style-type: none"> • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<ul style="list-style-type: none"> • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — essay in response to historical sources 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — historical essay based on research 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Independent source investigation 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short responses to historical sources 	25%

Business

General subject

General

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 environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Business creation</p> <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	<p>Business growth</p> <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	<p>Business diversification</p> <ul style="list-style-type: none"> • Competitive markets • Strategic development 	<p>Business evolution</p> <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Examination — combination response 	5%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Extended response — feasibility report 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Investigation — business report 	5%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination — combination response 	25%

Geography

General subject

General

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
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Responding to risk and vulnerability in hazard zones</p> <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	<p>Planning sustainable places</p> <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	<p>Responding to land cover transformations</p> <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	<p>Managing population change</p> <ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> Examination — combination response 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> Investigation — data report 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> Investigation — field report 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> Examination — combination response 	25%

Legal Studies

General subject

General

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Beyond reasonable doubt</p> <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	<p>Balance of probabilities</p> <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	<p>Law, governance and change</p> <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	<p>Human rights in legal contexts</p> <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Examination — combination response 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Investigation — argumentative essay 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Investigation — inquiry report 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination — combination response 	25%

Modern History

General subject

General

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:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

A single topic in each unit will be selected from the following:

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the modern world</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Russian Revolution, 1905–1920s 	<p>Movements in the modern world</p> <ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Environmental movement since the 1960s 	<p>National experiences in the modern world</p> <ul style="list-style-type: none"> • Germany, 1914–1945 • Israel, 1948–1993 	<p>International experiences in the modern world</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Cold War, 1945–1991

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Examination — essay in response to historical sources 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Investigation — historical essay based on research 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Independent source investigation 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination — short responses to historical sources 	25%

Study of Religion

General subject

General

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. 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 a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They 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:

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings <ul style="list-style-type: none"> • Sacred texts • Abrahamic traditions 	Religion and ritual <ul style="list-style-type: none"> • Lifecycle rituals • Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> • Social ethics • Ethical relationships 	Religion, rights and the nation-state <ul style="list-style-type: none"> • Religion and the nation–state • Religion and human rights

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — extended response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — inquiry response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — inquiry response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short response 	25%

Religion & Ethics

Applied subject

Applied

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

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 ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

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.

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:

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
<ul style="list-style-type: none"> • Who am I? the personal perspective • Who are we? the relational perspective • Is there more than this? the spiritual perspective 	<ul style="list-style-type: none"> • The Australian scene • Ethics and morality • Good and evil • Heroes and role models • Indigenous Australian spiritualities • Meaning and purpose 	<ul style="list-style-type: none"> • Peace and conflict • Religion and contemporary culture • Religions of the world • Religious citizenship • Sacred stories • Social justice • Spirituality

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

Certificate III in Business BSB30120

VET Qualification

VET

BINNACLE TRAINING RTO 31319

Students examine micro business opportunities and deliver projects within the school community.

Projects may include:

- ASX Sharemarket Game
- R U OK? Mental Health Awareness Week – Team project
- \$20 Boss entrepreneurship program for secondary school students
- Preloved Fashion Festival & Marketplace

Students develop money management skills through completion of the financial literacy competency:

FNSFLT301 – Be MoneySmart

Students gain practical skills to work effectively in an office or business environment.

The online learning platform provides students with access to business information and trends and enables students to engage in both self-directed and group approaches to learning.

Entry Requirements

Students must have a passion for and/or interest in working in the Business Services Industry and/or pursuing further tertiary pathways (eg. Certificate IV, Diploma and Bachelor of Business). Students must have good quality written and spoken communication skills and enthusiasm/motivation to participate in a range of projects.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content.

Additional cost involved for this course.

Pathways

Successful completion of the Certificate III in Business provides students with the skills to seek entry-level employment in the Business Services Industries; for example: customer service adviser, duty manager, administration officer.

Further study: Certificate IV in Business, Diploma of Business, Bachelor of Business

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- Personal Wellbeing
- Organising personal work priorities
- Leadership and teamwork
- Safety and sustainability in the workplace
- Inclusivity and communication
- Delivering a service to customers
- Recommending and promoting products and services
- Designing and producing electronic presentations and business documents
- Financial Literacy – Developing money management skills

Units of Competency

The successful achievement of this qualification requires completion of 13 units – 6 core and 7 elective units.

Unit	Title	Essential
BSBPEF201	Support personal wellbeing in the workplace	Core
FNSFLT301	Be MoneySmart	Elective
BSBPEF301	Organise personal work priorities	Elective
BSBWHS311	Assist with maintaining workplace safety	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBTWK301	Use inclusive work practices	Core
BSBXCM301	Engage in workplace communication	Core
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBTEC301	Design and produce business documents	Elective
BSBWRT311	Write simple documents	Elective
BSBXTW301	Work in a team	Elective
BSBTEC303	Create electronic presentations	Elective
BSBOPS304	Deliver and monitor a service to customers	Elective

Note: Elective units are subject to change.

<p>IMPORTANT Program Disclosure Statement (PDS)</p>	<p>This Subject Outline 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 provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto and select 'RTO Files'.</p>
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Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification. Assessment may include oral questioning, written tasks / tests, projects, skill demonstration.

Diploma of Business BSB50120

VET Qualification

VET

PRESTIGE SERVICE TRAINING RTO 31981

The Diploma is designed to give a broad understanding of all basic business principles, which can be applied to any future business endeavour, including students' own company startups through to working within large corporations.

Prestige Service Training provide a weekly 2-hour face to face lesson (subject to a minimum class size) and online learning material.

This is an 18-month course.

Entry Requirements

Students must have good organisational and communication skills and be self-motivated.

Full course fee paid directly to Binnacle Training – Payment plan available.

Pathways

The Diploma articulates into a Bachelor of Business at university. Electives studied cover a range of major study areas in a degree program including: human resource management, marketing, operations and finance.

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- gathering market research
- developing marketing ideas from research
- developing marketing communication plans
- managing business through controls
- project management
- team management

Units of Competency

The successful achievement of this qualification requires completion of 12 units – 5 core and 7 elective units.

Unit	Title	Essential
BSBCRT511	Develop critical thinking in others	Core
BSBFIN501	Manage budgets and financial plans	Core
BSBOPS501	Manage business resources	Core
BSBSUS511	Develop workplace policies and procedures for sustainability	Core
BSBXCM501	Lead communication in the workplace	Core
BSBHRM525	Manage recruitment and onboarding	Elective
BSBOPS504	Manage business risk	Elective
BSBPMG430	Undertake project work	Elective
BSBPEF501	Manage personal and professional development	Elective
BSBSTR502	Facilitate continuous improvement	Elective
BSBMKG541	Identify and evaluate marketing opportunities	Elective
BSBCMM411	Make a presentation	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification.

Certificate IV in Justice Studies 10971NAT

VET Qualification

VET

UNITY COLLEGE RTO 32123

This qualification is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

Content is delivered via online reading and activities, whole day workshops and 3 x compulsory workshops with industry professionals. Access to the internet is required.

Credit for 2 units of competency in Certificate IV Justice Studies applies for successful completion of Units 1 and 2 in Legal Studies.

Entry Requirements

This course is studied independently. Students must have good organisational and communication skills and be self-motivated.

Full course fee paid directly to Unity College.

Pathways

The Certificate IV in Justice Studies is recommended for students looking to gain employment or undertake further study and training in justice and law related fields such as the police service, corrective services, courts, legal offices, customs services, the security industry and private investigations.

Objectives

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

- have a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

Units of Competency

The successful achievement of this qualification requires completion of 10 units. 6 Core units and 4 elective units.

Unit	Title	Essential
NAT10971001	Provide information and referral advice on justice related issues	Core
NAT10971002	Prepare documentation for court proceedings	Core
NAT1097003	Analyse social justice issues	Core
BSBXCM401	Apply communication strategies in the workplace	Core
PSPREG003	Apply regulatory powers	Core
BSBLEG421	Apply understanding of the Australian Legal System	Core
BSBLDR414	Lead team effectiveness	Elective
PSPREG010	Prepare a brief of evidence	Elective
BSBLEG523	Apply legal principles in tort law matters	Elective
BSBPEF402	Develop personal work priorities	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification. Evidence contributing toward competency will be collected throughout the program. Evidence is gathered through written projects, on-line quizzes, oral and written questions, demonstration of skills.

Certificate II in Tourism SIT20116

Certificate III in Tourism SIT30116

VET Qualification

VET

SMARTSKILL PTY LTD RTO 5710

These qualifications provide students with the skills and knowledge to work in the exciting and ever-changing tourism industry and will ensure they are competent and confident in their skill level when seeking entry into the workplace.

Students will be involved in a range of hands on projects including planning and implementing tours for exchange students, researching and marketing holiday destinations and packages, and volunteering at local tourism events such as the Noosa Triathlon. Students may be able to participate in a field study on Fraser Island providing an insight into eco-tourism and knowledge of the behind the scenes operations of a successful tourism operation.

A major focus of the study in Year 12 is on tourism office operation and coordination, developed and assessed via a project involving the research and preparation of an international itinerary for a customer (a member of the College staff). Students are required to set up a travel expo on their destination and sell the associated products and services.

Pathways

This qualification provides a pathway to further education, training 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. Further training /

study via Diploma of Travel and Tourism Management, Diploma of Event Management, Bachelor of Business (Tourism, Leisure and Event Management)

The Certificate II in Tourism completed in Year 11, allows enrolment into the Certificate III in Tourism delivered in Year 12.

Objectives

- By the conclusion of the course of study, students should develop skills and knowledge in:
- client and customer service
- cultural services and events
- tourism delivery
- analysing tourism issues and opportunities
- communication and teamwork
- applying tourism concepts and information from a local, national and global perspective
- communicating meaning and information using language conventions and features relevant to tourism contexts
- generating plans based on consumer and industry needs
- evaluating information within the tourism industry
- drawing conclusions and making recommendations.
- International destinations
- development of professional business documents

Units of Competency

The successful achievement of these qualifications requires completion of 19 units.

Unit	Title	Essential
SITTIND001	Source and use information on the tourism and travel Industry	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXWHS001	Participate in safe work practices	Core
SITTTSL004	Provide advice on Australian destinations	Elective
SITXCOM003	Provide a briefing or scripted commentary	Elective
SITXCCS002	Provide visitor information	Elective
SITXCOM001	Source and present information	Elective
SITHFAB002	Provide responsible service of alcohol	Elective
SITTTSL002	Access and interpret product information	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
SITXEBS001	Use social media in business	Elective
SITXCCS006	Provide service to customers	Core
SITXCCS003	Interact with Customers	Electives
SITEEVT003	Coordinate on-site event registration	Elective
SITTTSL005	Sell tourism products and services	Elective
BSBITU312	Create electronic presentations	Elective
SITHGAM001	Provide responsible gambling services	Elective
BSBWOR203	Work effectively with others	Elective
BSBITU211	Produce digital text	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification. Assessment may include the following: oral questioning, written materials, projects, demonstrations. There are typically 2 assessment tasks per unit of competency, however a number of projects / tasks cluster assessment of units.

Design

General subject

General

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.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design.

Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They 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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design [proposals](#) to suit different audiences.

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 drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles 	Commercial design <ul style="list-style-type: none"> • Explore — client needs and wants • Develop — collaborative design 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design <ul style="list-style-type: none"> • Explore — sustainable design opportunities • Develop — redesign

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		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — design challenge 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Project 	35%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — design challenge 	25%

Digital Solutions

General subject

General

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	Unit 2	Unit 3	Unit 4
<p>Creating with code</p> <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	<p>Application and data solutions</p> <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	<p>Digital innovation</p> <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	<p>Digital impacts</p> <ul style="list-style-type: none"> • 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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Investigation — technical proposal 	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Project — folio 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Project — digital solution 	30%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination 	25%

Food & Nutrition

General subject

General

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	Unit 2	Unit 3	Unit 4
<p>Food science of vitamins, minerals and protein</p> <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	<p>Food drivers and emerging trends</p> <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	<p>Food science of carbohydrate and fat</p> <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	<p>Food solution development for nutrition consumer markets</p> <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Examination 	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Project — folio 	30%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Project — folio 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination 	25%

BLUE DOG TRAINING 31193

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials.

Students develop transferable skills by engaging in construction 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.

The training for this course will be delivered face to face at the College.

Pathways

There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship

The Certificate I in Construction can establish a basis for further training and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information
- analyse construction tasks to organise materials and resources
- select and apply construction skills and procedures in construction tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt construction processes
- create structures from specifications
- understand and follow work health and safety procedures and policies

Units of Competency

The successful achievement of this qualification requires completion of 11 units – 8 core and 3 elective units.

Code	Title	Essential
CPCCCM2004*	Handle construction materials*	Core
CPCCOM1012	Work effectively and sustainably in the construction industry	Core
CPCCOM1013	Plan and organise work	Core
CPCCCM2005	Use construction tools and equipment	Core
CPCCWHS1001	Prepare to work safely in the construction industry #	Core
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core
CPCCVE1011	Undertake a basic construction project	Core
CPCCCM1011	Undertake basic estimation and costing	Core
CPCCOM1014	Conduct workplace communication	Elective
CPCCOM2001	Read and interpret plans and specifications *	Elective
CPCCOM1015	Carry out measurements and calculations	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification. Theoretical knowledge is assessed via questions and quizzes on Blue Dog Training's online platform. Demonstration of skill is via practical projects.

Prerequisite units of competency* - a prerequisite requirement must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an Asterix (*)

#Mandatory Workplace Health and Safety (WHS) training – The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHS regulatory authority requirement for WHS induction and must be achieved before access to any building and construction work site.

Successful completion of this unit of competency will result in the student being issued with a workplace Health and Safety Queensland construction induction 'White Card'.

Successful completion of Unit CPCWHS1001 Prepare to work safely in the construction industry in Year 10 will be credited towards the qualification in Year 11.

Please note: Students selecting Certificate I in Construction will not be eligible for a VETiS subsidised course at Queensland TAFE (e.g. Cert II Electrotechnology/Plumbing/Automotive) and vice versa. Please Contact Pathways office for further information.

Certificate III in Engineering - Technical (CAD) MEM30505

VET Qualification

VET

TAFE QLD SKILLS TECH 0275

Certificate III in Engineering -Technical is a nationally recognised qualification designed to give students an introduction to the manufacturing and engineering industry.

This course gives students the skills and knowledge required to perform a range of practical skills in the areas of 2D and 3D detail drawings, AS1110 drawing standards and bills of material, print (paper and 3D), plot and email data and managing CAD (computer-aided design) symbol libraries.

Pathways

Career pathways include:

- Designer
- CAD Draftsperson/operator
- Technical officer in engineering/construction

Further training/study options:

- Certificate III (apprenticeship) in a specialist manufacturing or engineering area
- Certificate IV in Engineering
- Certificate IV in Engineering Drafting
- MEM50212 Diploma in Engineering
- MEM60112 Advanced Diploma in Engineering

Students will receive credit for equivalent competencies when completing further studies, such as in a related apprenticeship course.

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- producing drawings and 3D models
- designing and developing prototypes using CAD programs and processes
- non-destructive testing and technical purchasing

Units of Competency

The successful achievement of this qualification requires completion of 10 units – 3 core and 7 elective units.

Code	Title	Essential
MEM16006A	Organise and communicate information	Core
MEM16008A	Interact with computing technology	Core
MSAENV272B	Participate in environmentally sustainable work practices	Core
MEM09002B	Interpret technical drawings	Elective
MEM12023A	Perform engineering measurements	Elective
MEM30032A	Produce basic engineering drawings	Elective
MEM09202A	Produce freehand sketches	Elective
MEM30031A	Operate computer-aided design (CAD) system to produce basic drawing elements	Elective
ICPPTD302	Set up and produce 3D prints	Elective
MEM30033A	Use computer-aided design (CAD) to create and display 3-D models	Elective

Note: Elective units are subject to change. Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Learning Experiences

- Classroom and workshops delivered face to face at the College
- Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available.

Assessment

Assessment is competency based because it is directly related to work. Students must demonstrate knowledge and skills to the standard of performance required in the workplace. Therefore, no levels of achievement are awarded. Assessment methods include:

- Observation and oral questioning; and
- Work samples/projects; and
- Written assessment; and/or
- Online assessment via the TAFE Qld Connect learning management system.

SMARTSKILL PTY LTD 5710

This course will give students an excellent opportunity to be job-ready for employment in the Hospitality industry.

The qualification provides students with the skills and knowledge to work in this ever-changing industry and will ensure they are competent and confident in their skill level for ease of entry into the workplace.

Training and assessment is project and task based integrating a number of units of competency. Training and assessment is delivered in the College commercial kitchen and Hospitality Centre and in various work places.

Pathways

Upon successful completion of this training program students will be ready for work in various hospitality settings such as restaurants, hotels, motels, catering operations, clubs, cafes and coffee shops.

Further training in the industry is available via a Diploma of Hospitality Management.

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- undertaking mise en place prior to service
- serving food and beverage to table
- preparing and serving drinks at a bar
- effective team work
- quality customer service
- self-management
- communication and interpersonal skills
- kitchen work
- front of house operations

Units of Competency

The successful achievement of this qualification requires you to complete 12 units – 6 core and 6 elective units.

Code	Title	Essential
BSBWOR203	Work effectively with others	Core
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND003	Use hospitality skills effectively	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXCCS003	Interact with customers	Core
SISXWHS001	Participate in safe work practices	Core
SITXFSA001	Use hygienic practices for food safety	Elective
SITHCCC002	Prepare and present simple dishes	Elective
SITHCCC006	Prepare appetisers and salads	Elective
SITHFAB001	Clean and tidy bar areas	Elective
SITHFAB002	Provide responsible service of alcohol (RSA)	Elective
SITHFAB003	Operate a Bar	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages (additional unit)	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based and includes both theory and practical tasks. Students must satisfactorily complete all competencies to be awarded this qualification.

Training and assessment will be conducted via simulated work experiences at school as well as:

- Vocational placement in Industry of 12 compulsory front of house shifts.

Note: Students must be prepared to undertake some of this work placement out of school hours.

ST TERESA'S CATHOLIC COLLEGE 31297

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

The elective units have an emphasis on hardware; network administration, new technologies, web design and programming techniques. This course will have a hands-on emphasis.

The training for this course will be delivered face to face at the College.

Pathways

Preparation for entry level employment in roles such as help desk officer or network support officer. Further training via Diploma of Information Technology at Queensland TAFE or Bachelor of Information and Communication Technology at university.

Objectives

By the conclusion of the course of study, students should develop knowledge and skills in:

- providing support to IT users regarding hardware and software use and maintenance
- a range of web technologies including building, maintaining and reviewing websites
- domestic network administration and maintenance
- working in teams
- communicating effectively in a work environment
- work health safety and environmentally sustainable work practices

Units of Competency

The successful achievement of this qualification requires completion of 12 units – 6 core and 6 elective units.

Code	Title	Essential
BSBCRT301	Develop and extend critical and creative thinking skills	Core
BSBXCS303	Securely manage personally identifiable information and workplace information	Core
BSBXTW301	Work in a team	Core
ICTPRG302	Apply introductory programming techniques	Core
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Core
ICTSAS305	Provide ICT advice to clients	Core
ICTICT302	Install and optimise operating system software	Elective
ICTICT303	Connect internal hardware components	Elective
ICTSAS310	Install, configure and secure a small office or home office network	Elective
ICTWEB304	Build simple web pages	Elective
ICTWEB306	Develop web presence using social media	Elective
ICTWEB431	Create and style simple mark-up language documents	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification. Competencies are clustered for assessment via projects to reflect an ICT work context.

Health

General subject

General

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol (elective) • Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Road safety (elective) • Anxiety (elective) 	Respectful relationships in the post-schooling transition

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		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Investigation — action research 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — analytical exposition 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination — extended response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination 	25%

Physical Education

General subject

General

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	Unit 2	Unit 3	Unit 4
<p>Motor learning, functional anatomy, biomechanics and physical activity</p> <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	<p>Sport psychology, equity and physical activity</p> <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	<p>Tactical awareness, ethics and integrity and physical activity</p> <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	<p>Energy, fitness and training and physical activity</p> <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Project — folio 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Project — folio 	30%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Investigation — report 	20%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination — combination response 	25%

Sport & Recreation

Applied subject

Applied

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

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

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities

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:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.

Certificate III in Fitness SIS30315 & Certificate II in Sport and Recreation SIS20115

VET Qualification

VET

BINNACLE TRAINING 31319

St Teresa's Catholic College aims to provide students interested in health, fitness and the fitness industry with an authentic learning experience founded on the establishment of a strong knowledge base and industry experience.

The two-year, Certificate III in Fitness course prepares students for employment as a group exercise or gymnasium instructor and serves as a pathway for further study in other certificate courses or a tertiary pathway. The program includes the entry qualification – SIS20115 Certificate II in Sport and Recreation.

The online learning platform provides students with access to the latest health and fitness information and trends and enables students to engage in both self-directed and group approaches to learning.

Students deliver fitness programs and services within their school community.

For example:

- personal training of adults (school staff)
- strength and conditioning for athletes and teams
- group fitness sessions
- primary school fitness

The College gym facility allows access to modern fitness equipment and provides an industry experience similar to commercial establishments in the community. This ensures that students are work ready at the completion of the course.

Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content.

Pathways

Certificate IV in Fitness – required to work as a personal trainer or fitness instructor who have specialist skills to train individual clients, on a one-on-one or group basis, to improve health related components of fitness in low risk situations.

Diploma of Fitness or Sport Development.

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- communicating confidently with colleagues and clients of varying ages
- client screening and assessment
- designing and implementing fitness programs for individuals and groups of varying ages
- managing resources and equipment
- risk management
- group fitness, exercise science and nutrition

Units of Competency

Unit Code	Unit Title
BSBWOR202	Organise and complete daily work activities
BSBSUS201	Participate in environmentally sustainable work practices
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXFAC001	Maintain equipment for activities
SISXCAI002	Assist with activity sessions
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXIND001	Work effectively in sport, fitness and recreation environments
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT001	Provide health screening and fitness orientation
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
CHCPRP003	Reflect on and improve own personal practice
SISFFIT006	Conduct fitness appraisals
BSBRISK401	Identify risk and apply risk management processes
SISFFIT003	Instruct fitness programs
SISFFIT005	Provide healthy eating information
SISFFIT014	Instruct exercise to older clients
SISFFIT002	Recognise and apply exercise considerations for specific populations

Note: Elective units are subject to change.

<p>IMPORTANT Program Disclosure Statement (PDS)</p>	<p>This Subject Outline 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 provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto and select 'RTO Files'.</p>
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Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded both qualifications.

Biology

General subject

General

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Chemistry

General subject

General

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Chemical fundamentals — structure, properties and reactions</p> <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	<p>Molecular interactions and reactions</p> <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	<p>Equilibrium, acids and redox reactions</p> <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	<p>Structure, synthesis and design</p> <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50%			
• Examination			

Physics

General subject

General

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 matter 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> • Data test 		<ul style="list-style-type: none"> • Research investigation 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Student experiment 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

Psychology

General subject

General

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 the contribution of emotion and motivation on individual behaviour.

They 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 learn and apply aspects of the knowledge and skill 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 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development Psychological science A The role of the brain Cognitive development Human consciousness and sleep	Individual behaviour Psychological science B Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation	Individual thinking Localisation of function in the brain Visual perception Memory Learning	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		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50% Examination			

Science in Practice

Applied subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can

establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
<ul style="list-style-type: none">• Scientific literacy and working scientifically• Workplace health and safety• Communication and self-management	<ul style="list-style-type: none">• Science for the workplace• Resources, energy and sustainability• Health and lifestyles• Environments• Discovery and change

Assessment

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

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> • written: 200–300 words • spoken: 1½ – 2½ minutes • multimodal – non-presentation: 6 A4 pages max (or equivalent) – presentation: 2–3 minutes • performance: continuous class time • test: <ul style="list-style-type: none"> – 20–30 minutes – 50–250 words per item. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

French

General subject

General

French provides students with the opportunity to reflect on their understanding of the French 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 French-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 French 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 French 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 French 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
- use strategies to maintain communication and exchange meaning in French.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ma vie My world</p> <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	<p>L'exploration du monde Exploring our world</p> <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	<p>Notre société Our society</p> <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	<p>Mon avenir My future</p> <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Examination — short response 	15%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Extended response 	30%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Examination — combination response 	30%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination — combination response 	25%

Dance

General subject

General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students 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. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

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 and cultural institutions, including arts administration and management, communication, education, public relations, research, and 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	Unit 2	Unit 3	Unit 4
<p>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – meaning, purpose and context – historical and cultural origins of focus genres 	<p>Moving through environments How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – physical dance environments including site-specific dance – virtual dance environments 	<p>Moving statements How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – social, political and cultural influences on dance 	<p>Moving my way How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – fusion of movement styles • Subject matter: <ul style="list-style-type: none"> – developing a personal movement style – personal viewpoints and influences on genre

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Performance 		<ul style="list-style-type: none"> • Project — dance work 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Choreography 			
Summative external assessment (EA): 25%			
<ul style="list-style-type: none"> • Examination — extended response 			

Drama

General subject

General

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They 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. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	<p>Reflect</p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	<p>Challenge</p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	<p>Transform</p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Performance			
Summative internal assessment 2 (IA2):	20%	• Project — practice-led project	
• Project — dramatic concept			
Summative external assessment (EA): 25%			
• Examination — extended response			

Film, Television & New Media

General subject

General

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:

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? 	<p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	<p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	<p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Music

General subject

General

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative

industries, public relations and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs</p> <p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities</p> <p>Through inquiry learning, the following is explored:</p> <p>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?</p>	<p>Innovations</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> Performance 		<ul style="list-style-type: none"> Integrated project 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> Composition 			
Summative external assessment (EA): 25%			
<ul style="list-style-type: none"> Examination 			

Visual Art

General subject

General

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	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25%			
• Examination			

Arts in Practice

Applied subject

Applied

Arts in Practice embraces studies in project-based learning across the media, visual and performing arts (media and visual arts, music, drama and dance). The interdisciplinary nature of the arts is a prevalent characteristic of contemporary arts practice in the Creative Industries. Our STCC course focuses on the digital arts explored through film and visual design, with extensions into composition of soundtracks or acting for the screen. There is also some opportunity for students to incorporate special interests and/or existing skills, for example in musicianship, dance or photography.

Students engage with two or more art forms to create an artwork. They explore the core of arts literacies, applying processes and techniques, analysing and creating artworks, and investigating artists' purposes and audience interpretations.

Students have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making.

Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries.

Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes

Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

Core	Elective
<ul style="list-style-type: none"> Arts literacies Arts processes 	<ul style="list-style-type: none"> Dance Drama Media Arts Music Visual Arts

Assessment

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

- at least one project, arising from community connections
- one product (artwork) (involving the integration of at least two art forms) that is separate from the assessable component of a project.

Project	Product (Artwork)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Arts in Practice requires:</p> <ul style="list-style-type: none"> a product (artwork) that demonstrates the significant contribution of at least two art forms at least one other component from the following: <ul style="list-style-type: none"> written spoken multimodal. 	Variable conditions.	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

Certificate IV in Dance CUA40120

VET Qualification

VET

ST TERESA'S CATHOLIC COLLEGE 31297

The Certificate IV in Dance is designed as an introduction to the demands of the professional field for the more advanced dance student, by deepening their knowledge, strength, and technique. This course educates in a wide variety of dance performance contexts, studying a range of dance genres, including ballet, contemporary, lyrical and jazz.

Through this course, students will apply solutions to a defined range of choreographic problems and analyse and evaluate dances from a variety of contexts.

The training for this course will be delivered face to face at the College.

Entry Requirements/Eligibility

An audition or other form of evidence where the candidate demonstrates competency in at least one dance style at Certificate III level.

Pathways

- Professional Dancer
- Choreographer
- Dance Teacher / Studio Owner
- Fitness Instructor

Objectives

Students will

- Develop choreography skills
- Develop dance partnering techniques
- Develop expertise in dance performance technique
- Refine movement skills for performance
- Rehearse technique for performance
- Apply movement and behavioural principles to physical conditioning

Units of Competency

The successful achievement of this qualification requires completion of 13 units – 6 core and 7 elective units.

Unit	Title	Essential
CUACHR413	Develop choreography skills	Core
CUADAN313	Develop dance partnering techniques	Core
CUADAN417	Develop expertise in dance performance techniques	Core
CUAPRF414	Develop movement skills for performance	Core
CUAPRF415	Rehearse for performances	Core
CUAWHS411	Apply movement and behavioural principles to conditioning	Core
CUACHR411	Create and perform dance pieces	Elective
CUADAN413	Develop expertise in jazz dance technique	Elective
CUADAN419	Develop expertise in contemporary dance technique	Elective
CUAPPR414	Develop self as an artist	Elective
CUACHR311	Develop basic dance composition skills	Elective
CUADLT311	Develop basic dance analysis skills	Elective
CUAMUP311	Prepare personal appearance for performances	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded both qualifications.

Certificate IV in Music (Performance Specialisation) CUA40920

VET Qualification

VET

QUEENSLAND COLLEGE OF MUSIC

40821

This qualification is relevant for students who would like to become a freelance performer or composer or work as part of an ensemble.

Students will learn music composition techniques and record a demo of compositions, as well as refining techniques in their chosen instrument.

The Certificate IV in Music (Performance Specialisation) will also assist students to take the next step toward becoming a music professional by learning how to investigate business opportunities, use copyright and lead a team or group.

Senior school students who have a love of music and present with music knowledge in a variety of contexts and also show evidence of having well-developed skills as a musician are suitable applicants for this course.

This course is well suited to students studying the General subject, Music and attendance at concerts. Students must take part in annual music performance evenings.

Additional time is required per week in private practice time, rehearsal, performance

Course fees paid progressively. Resource, audition fees and administration fees are paid directly to Queensland College of Music.

Entry Requirements

An instrumental audition (recording) is required for application. Students apply directly to QCM for assessment of Certificate IV eligibility.

Pathways

Diploma of Music Industry

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- music performance
- the music business
- analysing and evaluating information
- solving problems
- working with others
- self-management

Units of Competency

The successful achievement of this qualification requires completion of 14 units – 4 core and 10 elective units.

Unit	Title	Essential
BSBESB301	Investigate business opportunities	Core
CUACMP311	Implement copyright arrangements	Core
CUAIND411	Extend expertise in specialist creative fields	Core
CUAMWB402	Manage feedback on creative practice	Core
CUAMCP412	Compose musical pieces	Elective
CUAMLT411	Notate music for performance	Elective
CUAMPF411	Rehearse music for group performances	Elective
CUAMPF414	Perform music as part of a group	Elective
CUAMPF415	Develop and apply instrumental techniques	Elective
CUAMPF416	Perform music as a soloist	Elective
BSBOPS403	Apply business risk management processes	Elective
CUARES412	Conduct research	Elective
CUAMPF312	Prepare for musical performances	Elective
CUAMPF314	Make music demos	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification

Certificate III in Visual Arts CUA31120

VET Qualification

VET

Australian Institute of Education & Training 45234

The Certificate III in Visual Art offered at St Teresa's covers all aspects of photography from theory to practice. Whilst potentially engaging directly with a career in photography, students graduating from this course could also pursue further studies in this field.

Over the duration of this course, students gain an understanding of camera settings, photographic theory including natural and artificial lighting, colour theory, composition and the Elements and Principles of Design, digital post editing using industry-standard Photoshop and Lightroom programs, as well as shooting in a variety of situations from the studio to outdoor locations on field trips and excursions.

Students gain experience in a variety of photographic genres including portrait, landscape, still life, the human condition, sport, architecture, lifestyle and fine art.

Effective communication skills are developed through significant focus on visual and written literacy through technical diaries, descriptions, critiques and discussions, as well as portfolio presentations.

As an opportunity to showcase their photographic skills, students are provided with the occasion to exhibit and sell their work at the annual "Off the Wall" Arts Festival held at the college in Term 4.

Pathways

Skills obtained through this certificate course provide a starting point for a number of potential photographic careers including portrait, wedding and studio photography, real estate, food and fashion photography, advertising, commercial, fine art and product photography, photojournalism, entertainment, leisure, events and freelance photography, as well as scientific, forensic and medical photography.

Other potential career directions include website design and construction, digital marketing, graphic and industrial design, advertising, film and video production, media and publishing opportunities in newspapers, magazines, film and television.

Diploma of Photography and Photoimaging

Diploma of Graphic Design

Various degree programs in the creative industries.

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- critical and analytical thinking
- practical problem solving
- self-evaluation and critical reflection
- risk taking
- organising, planning and time management
- presentation
- working independently and in collaboration with others

Units of Competency

The successful achievement of this qualification requires you to complete 12 units – 4 core and 8 elective units.

Unit code	Unit total	Essential
BSBWHS211	Contribute to health and safety of self and others	Core
CUAACD311	Produce drawings to communicate ideas	Core
CUAPPR311	Produce creative work	Core
CUARES301	Apply knowledge of history and theory to own arts practice	Core
ICTICT215	Operate digital media technology package	Elective
CUADIG311	Prepare video assets	Elective
CUAPPR211	Make simple creative work	Elective
CUADES201	Follow a design process	Elective
BSBESB301	Investigate business opportunities	Elective
CUAIDG303	Produce and prepare photo images	Elective
CUADIG315	Produce digital images	Elective
CUAPHI312	Capture photographic images	Elective

Note: Elective units are subject to change.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this qualification.

Assessment Glossary

Assessment Type	Explanation
Collection of work	A response to a series of tasks relating to a single topic in a module of work.
Examination	A response that answers a number of provided questions, scenarios and/or problems.
Extended response	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
Investigation	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
Performance	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.
Product (Artwork)	A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.
Project	A response that answers a number of provided questions, scenarios and/or problems.