



ST TERESA'S  
CATHOLIC COLLEGE

*inspiring a life-long  
love of learning*

# 2025

## Senior

### SENIOR LEARNING HANDBOOK



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Please note:

- Information inside this Handbook is correct at the time of publication. Last Modified on Friday, 12 July 2024.
- The current version of this document with updated subject and course information can be accessed via the St Teresa’s Catholic College website at <https://www.stteresa.qld.edu.au/Learning/curriculum/Pages/default.aspx>.
- Some subjects and courses included in this handbook may not operate in 2025/26

# Principal's Welcome

Dear Parents, Guardians and Students,

Students currently in Year 10 are about to embark on the final two years of their secondary education journey. It marks the end of the compulsory phase of learning and the start of the *earning or learning* compulsory participation phase. This transition will require students to make decisions about possible pathways for their future and select appropriate subjects and/or courses to ensure success in their chosen pathway.

Students are already aware that the senior phase of learning is demanding and challenging. As students move into Year 11, I encourage them to thrive on the responsibilities and commitments that they will face and to undertake their studies knowing that their chosen pathways will provide a springboard into their future living, learning and employment.

It is hoped that students feel prepared to make these decisions based on the breadth of learning and opportunities offered by the College to date. The College careers program is designed to provide students with increasing clarity and self-awareness around their goals and areas of possible interest to explore in their post-compulsory schooling. Ultimately, students should choose a package of subjects and/or courses that make the most of their special talents, interests and abilities.

This handbook is designed to assist students and their parents/guardians in choosing an appropriate pattern of study for Years 11 and 12. At this level of education students are encouraged to be realistic in their choices and take responsibility for their own learning. The Senior Learning Handbook contains information about options after senior schooling and how best to prepare for work or tertiary education. It also includes specific information about each subject and advice on how best to choose subjects for Years 11 and 12.

The handbook is part of a planned process of subject selection for Years 11 and 12. It is complemented by the student information sessions and discussions with teachers, Pathways staff, Assistant Principal: Teaching and Learning and the Guidance Counsellors. Other sources of information such as the QTAC (Queensland Tertiary Admissions Centre) website and My Path program will also assist you. This process of discernment will culminate in the completion of a Senior Education and Training Plan (SET Plan) which will be the focus of an interview conducted in Term 3, 2024 with a school SET Planner, student and their parent/guardian.

St Teresa's Catholic College offers a broad range of subjects and experiences, forming purposeful pathways for our learners. The curriculum is designed to enable students to select a pattern of study that will allow a graduate of St Teresa's Catholic College to move from secondary education to their "natural next step", be that university or other tertiary study, apprenticeships and traineeships, meaningful employment or a combination of these.

Students, Years 11 and 12 are vital, challenging and exciting years of secondary school. Remember you are selecting subjects for a **two-year course** and need to realistically consider the options available. Accept the guidance of your parents and teachers and use your own knowledge about yourself in finding a course that is most suited to you. Choosing well will not only affect your results, but also how you feel about yourself.

Yours sincerely,



Mr Sam Anderson  
Principal

# SENIOR CERTIFICATION AND QUALIFICATIONS

Students studying at St Teresa's Catholic College are expected to exit Year 12 with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement, and
- a Queensland Certificate of Education (QCE), or
- A Queensland Certificate of Individual Achievement (QCIA).

Additionally, students are expected to achieve either:

- an Australian Tertiary Admission Rank (ATAR), or
- at least one Vocational Education & Training (VET) qualification.

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

## 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 successful completion of 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)

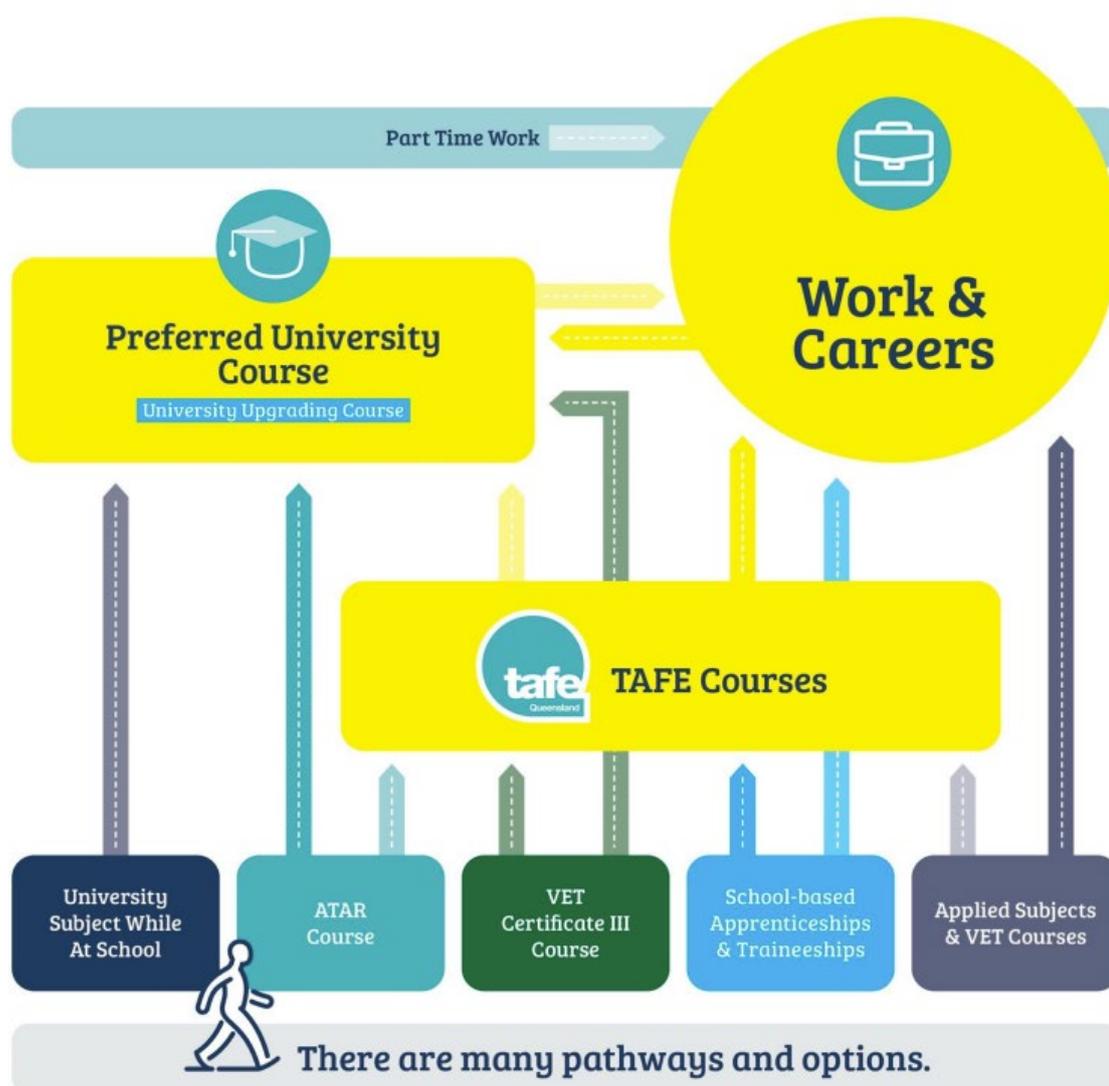
The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

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/application-services/>



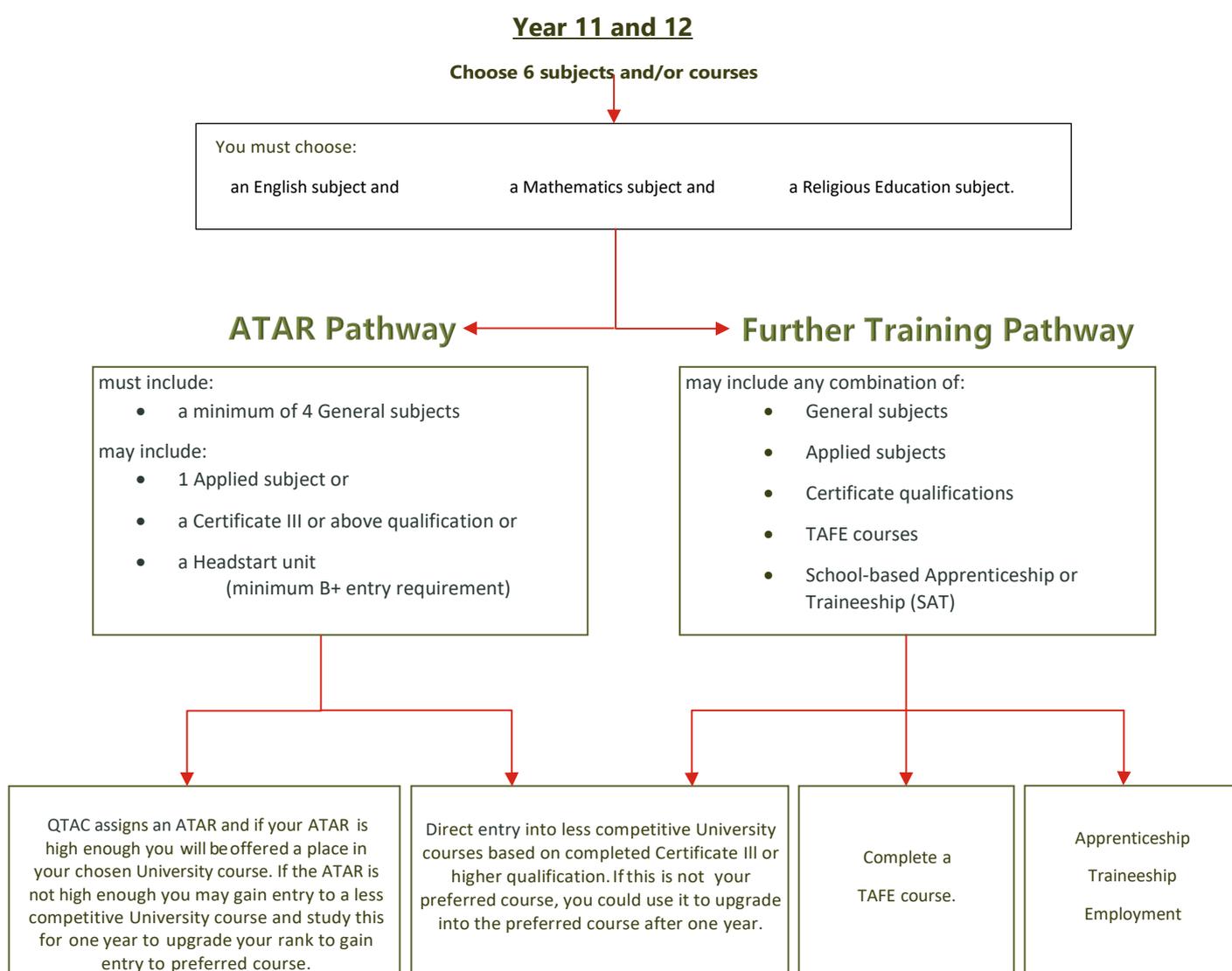
# SENIOR SCHOOL PATHWAYS

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.



## 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 <https://www.aqf.edu.au/>

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 courses.

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

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

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

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.dewr.gov.au/skills-information-training-providers/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. **Vocational placement 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 2025  
please contact [SNOO Pathways](#)**

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. [Vocational Education and Training \(VET\) \(stteresa.qld.edu.au\)](#)

In addition to the VET qualifications included in this Handbook, students may consider those offered by TAFE Queensland. See the TAFE at School 2025 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.
- are best suited to students who are interested in gaining a qualification and experience in a particular work industry.

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 prepare for 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 must 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 can 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.
- [Jobs and Skills Australia](https://www.jobsandskills.gov.au/) -- <https://www.jobsandskills.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 the current QTAC Year 10 Guide at: <https://www.qtac.edu.au/year-10-students/> for tertiary prerequisite information by institution which includes details on prerequisites, assumed knowledge and recommended study for courses starting in 2027.

## 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:

<b>General and Applied subjects</b>	
<b>Change of subject timing</b>	<b>Change of subject requirement</b>
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"><li>• Meeting of recommended achievement levels in Year 10 for senior subject</li><li>• Completion of work to date or demonstration of new subject requirements</li></ul>
No transfer is available between Units 3 and 4 as the QCAA (Queensland Curriculum & Assessment Authority) combines the credit for Units 3 and 4	
<b>VET courses</b>	
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"><li>• Meeting of recommended achievement levels in Year 10 for senior subject</li><li>• Completion of work to date in new course</li></ul>

# Recommended Minimum Achievement levels in Year 10 for Senior Subjects in 2025

Mathematics					
General	10 Mathematics		10 Mathematical Methods		
General Mathematics	B		C		
Mathematical Methods	A		B		
Specialist Mathematics	A		B		
Applied					
Essential Mathematics	C		C		
English					
General	Year 10 English				
English	B-				
Literature	B-				
English and Literature Extension <small>(Students can only enrol in this subject for Units 3 and 4)</small>	Units 1 & 2 of English or Literature B				
Applied					
Essential English	C				
Humanities and Social Sciences					
General	English	History	Science	Mathematics	Religion
Ancient History	B-	B-			
Business	B-			C	
Geography	B-	B-	C+		
Legal Studies	B-	B-			
Modern History	B-	B-			
Study of Religion	B-				B
Applied					
Religion and Ethics	C				C
VET Qualifications					
Certificate III in Business	C			C	
Diploma in Business	B			B	
Certificate IV in Justice Studies	B-				
Certificate II / III in Tourism	B-				
Health and Physical Education					
General	English	Science	Mathematics	HPE	
Health	B	B		B	
Physical Education	B	B		B	
Applied					
Sport & Recreation	C		C		
VET Qualification					
Certificate III in Fitness	C		C		

Technologies				
General	English	Mathematics	Science	
Design	B	B		
Digital Solutions	C	B		
Food & Nutrition	B-	C	C	
Applied				
Industrial Graphics Skills				
VET Qualifications				
Certificate I in Construction / Certificate II in Construction Pathways	C	C		
Certificate II in Hospitality	C	C		
Science				
General	English	Science	Mathematics	10A Mathematics
Biology	B	B	B	
Chemistry	B	B	B	
Marine Science	B	B	B	
Physics	B	B		B
Psychology	B	B	B	
Languages				
General	English		French	
French	B-		C	
The Arts				
General	English	Music	Other	
Dance	C+			
Drama	C+			
Film, Television & New Media	B-			
Music	C+			
Visual Art	C+			
Applied				
Arts in Practice	C			
VET Qualifications				
Certificate III in Visual Arts	C			

Note:

Cells this colour indicate Subject is not a prerequisite	Cells this colour indicate Year 10 Subject is not recommended
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# QCAA SENIOR SYLLABUSES AND VET QUALIFICATIONS

## Mathematics

### General

General Mathematics  
Mathematical Methods  
Specialist Mathematics

### Applied

Essential Mathematics

## Technologies

### General

Design  
Digital Solutions  
Food and Nutrition

### Applied

Industrial Graphics Skills

### VET Qualifications

Certificate I in Construction /  
Certificate II in Construction Pathways  
Certificate II in Hospitality

## The Arts

### General

Dance  
Drama  
Film, Television and New Media  
Music  
Visual Art

### Applied

Arts in Practice

### VET Qualifications

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 Qualifications

Certificate II in Sport & Recreation<sup>1</sup>  
Certificate III in Fitness<sup>1</sup>

## Humanities and Social Sciences

### General

Ancient History  
Business  
Geography  
Legal Studies  
Modern History  
Study of Religion

### Applied

Religion & Ethics

### VET Qualifications

Certificate II Tourism<sup>2</sup>  
Certificate III in Tourism<sup>2</sup>  
Certificate III in Business  
Certificate IV in Justice Studies  
Diploma of Business

## Science

### General

Biology  
Chemistry  
Physics  
Marine Science  
Psychology

## Languages

### General

French

#### Notes:

1 - Certificate II in Sport & Recreation is only offered in Year 11. Students who successfully complete it will be automatically enrolled into Certificate III in Fitness for Year 12.

2 - Certificate II in Tourism is only offered in Year 11. Students who successfully complete it will be automatically enrolled in into Certificate III in Tourism for Year 12.

# General Mathematics

General subject

General

The major domains of mathematics in General Mathematics are Number and Algebra, Measurement and Geometry, Statistics and networks and Matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

## 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

Students have the opportunity to learn:

- Recall mathematical knowledge - recognise relevant concepts, rules, definitions, techniques and algorithms
- Use mathematical knowledge - put into effect relevant concepts, rules, definitions, techniques and algorithms
- Communicate mathematical knowledge using mathematical language (terminology, symbols, conventions and representations) and everyday language
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve mathematical problems - analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution.

## Structure

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

## 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 – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Summative external assessment (EA): 50% • Examination – combination response			

# Mathematical Methods

General subject

General

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

## 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

Students have the opportunity to learn:

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms
- Use mathematical knowledge – put into effect relevant concepts, rules, definitions, techniques and algorithms
- Communicate mathematical knowledge using mathematical language (terminology, symbols, conventions and representations) and everyday language
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve mathematical problems – analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> <li>•</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Applications of differential calculus</li> <li>• Further differentiation</li> </ul>	<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Further differentiation and applications 2</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables.</li> </ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul>

## 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):	15%
<ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>		<ul style="list-style-type: none"> <li>• Examination – short response</li> </ul>	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> <li>• Examination – short response</li> </ul>			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>			

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

## 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

Students have the opportunity to learn:

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms
- Use mathematical knowledge – put into effect relevant concepts, rules, definitions, techniques and algorithms
- Communicate mathematical knowledge using mathematical language (terminology, symbols, conventions and representations) and everyday language
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve mathematical problems – analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution.
- .

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, proof vectors and matrices</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Introduction to proof</li> <li>• Vectors in the plane</li> <li>• Algebra of vectors in two dimensions</li> <li>• Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"> <li>• Complex numbers</li> <li>• Complex arithmetic and algebra</li> <li>• Circle and geometric proofs</li> <li>• Trigonometry and functions</li> <li>• Matrices and transformations</li> </ul>	<b>Further complex numbers, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Further complex numbers</li> <li>• Mathematical induction and trigonometric proofs</li> <li>• Vectors in 2 and 3 dimensions</li> <li>• Vector calculus</li> <li>• Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>• Integration techniques</li> <li>• Applications of integral calculus</li> <li>• Rates of change and differential equations</li> <li>• Modelling motion</li> <li>• Statistical inference</li> </ul>

## 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 – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Summative external assessment (EA): 50% • Examination – combination response			

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## 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

Students have the opportunity to:

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms
- Use mathematical knowledge – put into effect relevant concepts, rules, definitions, techniques and algorithms
- Communicate mathematical knowledge using mathematical language (terminology, symbols, conventions and representations) and everyday language
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve mathematical problems – analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution.

## Structure

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

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

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

## 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

Students have the opportunity to learn:

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

## 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): • Extended response - spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination - imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response - written response for a public audience	25%	Summative external assessment (EA): • Examination - analytical written response	25%

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to 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
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

## 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

Students have the opportunity to learn:

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of 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
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Intertextuality</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other - genre, concepts and contexts</li> <li>• Ways literary texts connect with each other - style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## 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"> <li>• Examination - analytical written response</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response - imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Extended response - imaginative spoken/multimodal response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination - analytical extended written response</li> </ul>	25%

# English & Literature Extension

General subject

General

English & Literature Extension is an extension of both the English and the Literature syllabuses and should be read in conjunction with those syllabuses. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to 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.

In English & Literature Extension, 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 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 can select, if they wish both English and Literature for study in Year 11.**

## 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

Students have the opportunity to learn:

- 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
<b>Ways of reading</b> <ul style="list-style-type: none"> <li>• Readings and defences</li> <li>• Defence of a complex transformation</li> </ul>	<b>Exploration and evaluation</b> <ul style="list-style-type: none"> <li>• Extended academic research paper</li> <li>• Theorised exploration of texts</li> </ul>

## 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	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Extended response - Reading and defence</li> </ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response - Academic research paper</li> </ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Extended response – Defence of a complex transformation</li> </ul>	20%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination –extended response in the form of a theorised close reading of an unseen text</li> </ul>	25%

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts

## 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

Students have the opportunity to learn:

- 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 opinions and/or ideas in texts, according to purpose.
- Explain how language features and text structures shape meaning and invite particular responses
- Select and use subject matter to support perspectives
- Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- Make language choices according to register informed by purpose, audience and context
- Use mode-appropriate language features to achieve particular purposes across modes.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Language that works</b></p> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Create texts using a range of mediums and digital technologies to communicate ideas and information.</li> </ul>	<p><b>Texts and human experiences</b></p> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Create texts using a range of mediums and digital technologies to communicate ideas and information.</li> </ul>	<p><b>Language that influences</b></p> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<p><b>Representations and popular culture texts</b></p> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and/or concepts</li> </ul>

## 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"> <li>• Extended persuasive, reflective or imaginative response – spoken or signed</li> </ul>	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> <li>• Extended response - Multimodal response</li> </ul>
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	<p>Summative internal assessment (IA4):</p> <ul style="list-style-type: none"> <li>• Extended response - Written response</li> </ul>

# Ancient History

General subject

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

## 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

Students have the opportunity to learn:

- Devise historical questions and conduct research – select evidence from historical sources and acknowledge different perspectives
- Comprehend terms, issues and concepts – show an understanding of concepts and explain issues related to historical questions
- Analyse evidence from historical sources – features of evidence are interpreted
- Evaluate evidence from historical sources - make judgments about the usefulness and reliability of evidence from historical sources. These judgments are explained, with the strengths and limitations acknowledged.
- Synthesise evidence from historical sources - evidence from these historical sources is also combined to justify decisions in relation to the historical argument.
- Communicate to suit purpose .

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Investigating the Ancient world</b></p> <ul style="list-style-type: none"> <li>• Digging up the past – examination of one or two archaeological sites to construct an understanding of the ancient past. One of these sites will develop understanding of Aboriginal peoples and Torres Strait Islander peoples in Ancient Australia</li> <li>• Features of ancient societies – select a one societal feature to explore in the context of a selected ancient society</li> </ul>	<p><b>Personalities in their times</b></p> <p>Reflect on the aftermath or legacy of their time in power or period of influence and perspectives about their significance:</p> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul>	<p><b>Reconstructing the Ancient world</b></p> <p>Reflect on issues related to the reconstruction of the historical period and changing interpretations. Two historical periods are selected:</p> <ul style="list-style-type: none"> <li>• Thebes - East and West, from 18<sup>th</sup> to 20<sup>th</sup> Dynasty</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens (BCE)</li> <li>• Philip II and Alexander III of Macedon</li> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<p><b>People, power and authority</b></p> <p>Schools select one of the following historical periods:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt - New Kingdom Imperialism</li> <li>• Ancient Greece - the Persian Wars</li> <li>• Ancient Greece - the Peloponnesian War</li> <li>• Ancient Rome - the Punic Wars</li> <li>• Ancient Rome - Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul>

## 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): • Examination - essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation - historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination - short responses to historical sources	25%

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

## 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

Students have the opportunity to learn:

- Describe business environments and situations and the internal, external operating and macro business environments
- Explain business concepts and strategies relating to the key business functions using business terminology and provide examples to demonstrate their understanding
- Analyse and interpret business situations, environments and the key business functions by selecting relevant data and information using analytical tools and interpret relationships and trends from the analysis to draw conclusions and implications for a business situation
- Evaluate business strategies – use analysis and interpretation to form judgments using business criteria, make decisions and propose recommendations for a business solution
- Create responses that communicate meaning to suit audience, context and purpose.

## Structure

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

## 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): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Extended response - feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation - business report	25%	Summative external assessment (EA): • Examination - combination response	25%

Geography teaches students about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

## 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

Students have the opportunity to learn:

- Explain geographical processes and interactions that shape the identity of places
- Comprehend geographic patterns - recognise spatial patterns at global, regional and local scales and identify relationships and implications for people and places
- Analyse geographical data and information-interpret data and information to infer how the patterns, trends and relationships represent geographical challenges
- Apply geographical understanding from their analysis to generalise about the impacts of geographical challenges for environments and people.
- Propose action/s in response to their generalisations to address the impacts of geographical challenges.
- Communicate geographical understanding using appropriate forms of geographical communication.

## Structure

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

## 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): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Investigation - data report	25%
Summative internal assessment 2 (IA2): • Investigation - field report	25%	Summative external assessment (EA): • Examination - combination response	25%

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and 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 develop are universally valued in business, health, science and engineering industries.

## Objectives

Students have the opportunity to learn:

- Comprehend legal concepts, principles and processes - identify, describe and explain legal features, concepts, principles and processes, using relevant legal terminology, to demonstrate their understanding of the Australian and/or Queensland legal system/s.
- Select legal information from sources - choose legal information from primary and/or secondary sources, for example, case law, legal databases, legislation, government and other institutional websites, published reports, media and expert commentaries
- Analyse legal issues - use legal information to apply legal concepts, principles and processes to determine the nature and scope of the legal issue and to examine different associated viewpoints and their consequences
- Evaluate legal situations - use knowledge from analysis to present legal alternatives then make a recommendation in response to the situation. Students synthesise information to justify the recommendation using legal criteria, then discuss the implications of the recommendation
- Create responses that communicate meaning to suit the intended purpose.

## Structure

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

## 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): • Examination - combination response	25%	Summative internal assessment 3 (IA3): • Investigation - analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation - inquiry report	25%	Summative external assessment (EA): • Examination - combination response	25%

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern

History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as 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

Students have the opportunity to learn:

- Devise historical questions and conduct research - develop and apply key inquiry questions. Select evidence from historical sources and acknowledge different perspectives.
- Comprehend terms, concepts and issues - show an understanding of historical and general concepts and explain issues related to historical questions
- Analyse evidence from historical sources – examine and interpret evidence from historical sources
- Evaluate evidence from historical sources - make judgments about the usefulness and reliability of evidence
- Synthesise evidence from historical sources – develop historical arguments and justify decisions in relation to the historical argument
- Communicate to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• Russian Revolution, 1905–1920s</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Environmental movement since the 1960s</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Germany, 1914–1945</li> <li>• Israel, since 1917</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Cold War and its aftermath, 1945–2014</li> </ul>

## 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"> <li>• Examination – extended response</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Investigation - historical essay based on research</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Independent source investigation</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination - short responses to historical sources</li> </ul>	25%

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

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and postschool participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

## 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

Students have the opportunity to learn:

- Explain features and expressions of religious traditions - identify the distinguishing features of religions and religious traditions, describe characteristics of religious traditions and explain the ways religion is expressed in the lives of adherents.
- Analyse perspectives about religious expressions - examine perspectives about religious expressions that form and inform responses to issues or situations, using a selection of information from sacred texts and other authoritative sources. Identify distinct beliefs and practices within and, where appropriate, across traditions, explaining characteristics, similarities and differences evident in religious expressions.
- Evaluate the significance and influence of religion - use information from analysis to make judgments about the significance of religion and its influence on individuals, groups and society. Synthesise valid perspectives and ideas about the role of religion in situations or within issues, drawing conclusions and justifying judgments with reasoning and evidence.
- Communicate to suit purpose
-

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Religion, meaning and purpose</b> <ul style="list-style-type: none"> <li>• Nature and purpose of religion</li> <li>• Sacred texts</li> </ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"> <li>• Lifecycle rituals</li> <li>• Calendrical rituals</li> </ul>	<b>Religious ethics</b> <ul style="list-style-type: none"> <li>• Social ethics</li> <li>• Personal ethics</li> </ul>	<b>Religion - rights and relationships</b> <ul style="list-style-type: none"> <li>• Religion and the nation–state</li> <li>• Human existence and rights</li> </ul>

## 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): • Examination - extended response	25%	Summative internal assessment 3 (IA3): • Investigation - inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation - inquiry response	25%	Summative external assessment (EA): • Examination - short response	25%

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

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

## Pathways

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

## Objectives

Students have the opportunity to learn:

- Explain principles and practices that inform religious, spiritual and ethical views
- Examine religious, spiritual and ethical information - select and use information to identify principles and practices in religious, spiritual and ethical scenarios and draw meaning from the principles and practices identified.
- Apply religious, spiritual and ethical knowledge – apply knowledge to determine options and consider each option to form positions related to religious, spiritual and ethical scenarios
- Communicate responses - present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- Evaluate projects - reflect on and discuss the effectiveness of plans, processes and outcomes. Make judgments to explain improvements that could be made to plans, processes and outcomes.

## Structure

The Religion & Ethics course is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Unit Option B	Unit Option C	Unit Option D	Unit Option E
<b>Social Justice</b> <ul style="list-style-type: none"> <li>• Social and structural inequalities</li> <li>• Human dignity</li> </ul>	<b>Meaning, purpose and expression</b> <ul style="list-style-type: none"> <li>• Belonging in groups</li> <li>• How religions, spiritualities and ethics give meaning and purpose</li> </ul>	<b>World religions and spiritualities</b> <ul style="list-style-type: none"> <li>• How spiritualities and world religions shape ethics of adherents and communities</li> <li>• Perspectives and approaches to diversity</li> </ul>	<b>Peace</b> <ul style="list-style-type: none"> <li>• Peace, justice and conflict</li> <li>• Religious, spiritual and ethical approaches to peace and conflict</li> </ul>

## Assessment

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

In Units 1 and 2, schools:

- Develop at least two but not more than four assessments
- Complete at least one assessment for each unit
- Ensure that each unit objective is assessed at least once

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus

Extended responses	Investigation	Projects
<b>Social Justice</b> <b>Expressions of Spirituality</b> <b>Keeping the peace</b>	<b>Religious or spiritual expression</b>	<b>Religious and spiritual diversity</b> <b>Human Dignity</b> <b>Meaning and purpose</b> <b>Peace Promotion</b>
Response one of: <ul style="list-style-type: none"> <li>• Multimodal (at least 2 modes delivered at the same time) : up to 7 minutes, up to 10 A4 pages or equivalent digital media</li> <li>• Spoken up to 7 minutes</li> <li>• Written up to 1000 words</li> </ul>	Response one of: <ul style="list-style-type: none"> <li>• Multimodal (at least 2 modes delivered at the same time) : up to 7 minutes, up to 10 A4 pages or equivalent digital media</li> <li>• Spoken up to 7 minutes</li> <li>• Written up to 1000 words</li> </ul>	Response one of: <ul style="list-style-type: none"> <li>• Multimodal (at least 2 modes delivered at the same time) : up to 5 minutes, up to 6 A4 pages or equivalent digital media</li> <li>• Spoken up to 4 minutes</li> <li>• Written up to 600 words</li> </ul>

## Certificate II in Tourism SIT20122

## Certificate III in Tourism SIT30122

### Dual 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.

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.

#### Assessment

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

#### Pathways

This qualification provides a pathway to further education including multiple higher level tertiary qualifications, training and employment in the tourism and leisure industries.

**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
SITTIND003	Source and use information on the tourism and travel Industry	Core
SITXCCS009	Provide customer information and assistance	Core
SITXCCS011	Interact with Customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
SITTTVL001	Access and interpret product information	Elective
SITTTVL003	Provide advice on Australian destinations	Elective
SITXCOM008	Provide a briefing or scripted commentary	Elective
SITXCCS010	Provide visitor information	Elective
SITHFAB021	Provide responsible service of alcohol	Elective
SITXCOM006	Source and present information	Elective
SITXCCS014	Provide service to customers	Core
SITXCOM011	Source and present information	Elective
SITTTVL001	Access and interpret product information	Elective
SITTTVL004	Sell tourism products and services	Elective
SITTTVL005	Prepare customer quotations	Elective
SITHFAB029	Conduct a product tasting for alcoholic beverages	Elective
SITHFAB031	Provide advice on beer, spirits and liqueurs	Elective
SITXFSA005	Use hygienic practices for food safety	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective

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

### **BINNACLE TRAINING**

#### **RTO 31319**

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

The program is delivered through class based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services withing the school community

This program includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery.

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

### Entry Requirements

Students must have a passion for and/or interest in working in the Business Services Industry and/or pursuing further tertiary pathways (e.g., Certificate IV, Diploma and Bachelor of Business). Students must have good quality written and spoken communication skills and 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 and to identify support measures as required.

### 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

Skills acquired:

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

Students can achieve:

- BSB30120 Certificate III in Business
- Successful completion of the Certificate III in Business may contribute towards a student's ATAR.

## 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
BSBPEF301	Organise personal work priorities	Elective
FNSFLT311	Develop and apply knowledge of personal finances	Elective
BSBWHS311	Assist with maintaining workplace safety	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBXCM301	Engage in workplace communication	Core
BSBTWK301	Use inclusive work practices	Core
BSBXTW301	Work in a team	Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBTEC301	Design and produce business documents	Elective
BSBWRT311	Write simple documents	Elective
BSBTEC201	Use business software applications	Elective
BSBTEC203	Research using the internet	Elective
<i>BSBCMM411</i>	<i>Make presentations</i>	<i>Optional Additional Units of Competency</i>
<i>BSBPEF402</i>	<i>Develop personal work priorities</i>	

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

<p><b>IMPORTANT</b> Program Disclosure Statement (PDS)</p>	<p>This course outline is to be read in conjunction with Binnacle Training's <a href="#">Program Disclosure Statement</a> (PDS). The PDS sets out the services and training products Binnacle Training provides as RTO provides and those services carried out by the School as Third party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">http://www.binnacletraining.com.au/rto</a> 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.

### UNITY COLLEGE RTO 32123

Certificate IV in Justice Studies is an accredited course 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.

### Entry Requirements

Due to the independent nature of this course, students will be required to complete an Expression of Interest and a follow up interview with the Pathways team before enrolment. It is strongly recommended that students have a minimum grade of B in all Year 10 subjects; with an emphasis on English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

**It is vital that students are able to demonstrate independent learning skills.**

Students may be required to undertake an LLN (Language, Literacy and Numeracy) test to determine suitability and any support needs.

### Training

Content is delivered via an online platform plus face to face meetings and zoom meetings. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video workshops and face to face workshops.

Technology required: Laptop and access to the internet.

### Assessment:

Assessment is competency based. Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; written projects, online quizzes, observation of skills, oral and written questions.

### Pathways

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

### Objectives

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

- have a broad understanding of the justice system
- have developed 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
NAT10971003	Analyse social justice issues	Core
BSBXCM401	Apply communication strategies in the workplace	Core
PSPREG033	Apply regulatory powers	Core
BSBLEG421	Apply understanding of the Australian Legal System	Core *
PSPREG039	Gather information through interviews	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 prior to the commencement of the program. This is to ensure alignment to current industry practices.

Full course fee paid directly to Unity College at time of enrolment.

Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (eg. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

Note: Satisfactory completion of Units 1 and 2 of the general subject Legal Studies, will gain credit transfer for 2 units of competency in Certificate IV in Justice Studies. The units are indicated with an asterisk \* .

### **PRESTIGE SERVICE TRAINING RTO 31981**

**This is an 18-month course.**

The Diploma of Business course is a comprehensive learning experience tailored for high school students in Queensland. It provides an in-depth understanding of fundamental business concepts and practices. The program is structured to provide a balanced mix of theoretical learning and practical application, ensuring students are well-equipped to handle real-world business challenges.

The Diploma of Business teaches various aspects of domestic and international environments that will assist students with identifying and creating business plans. The Diploma reflects the wide range of business functions that organisations need to operate effectively. Based around a real-world business scenario, students will work on relevant marketing, HR management, operations and finance units, equipping them with a good understanding of basic business concepts.

Access to laptop and internet is a compulsory requirement for virtual classes.

**The delivery options of this course at St Teresa's Catholic College are subject to enrolment class sizes:**

- In school Face to Face class delivered by external trainer and assessor – up to three 1-hour classes per week
- Virtual classroom - online 2-hour lesson per week outside of school hours

### **Assessment**

Assessment is based on competency through a combination of demonstrated evidence that includes knowledge questions and project tasks submitted via an online learning management platform.

### **Entry Requirements**

Due to the independent nature of this course, students will be required to complete an Expression of Interest and a follow up interview with the Pathways team before enrolment. Students must have good organisational and communication skills and be self-motivated.

A Year 10 average B result in all subjects is highly recommended; specifically having a minimum B result in English.

**Confirmation of enrolment in the Diploma requires students to successfully achieve the AQTF Level 3 Language, Literacy and Numeracy and Digital (LLND) Assessment, sent via email during the enrolment process.**

**Fees directly administered with Prestige Service Training. No VET Fee Help or student loans. Payment plans available.**

### **Pathways**

The Diploma articulates into Business related Bachelor degrees (refer individual Universities). Electives studied cover a range of major study areas in a degree program including human resource management, marketing, operations and finance. It provides an avenue to pursue entrepreneurship and professional development.

### **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
BSBCMM411	Make presentations	Elective
BSBPEF501	Manage personal and professional development	Elective
BSBXCM501	Lead communication in the workplace	Core
BSBSUS511	Develop workplace policies and procedures for sustainability	Core
BSBMKG541	Identify and evaluate marketing opportunities	Elective
BSBFIN501	Manage budgets and financial plans	Core
BSBOPS501	Manage business resources	Core
BSBPMG430	Undertake project work	Elective
BSBTWK503	Manage meetings	Elective
BSBOPS504	Manage business risk	Elective
BSBCRT511	Develop critical thinking in others	Core
BSBSTR502	Facilitate continuous improvement	Elective

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

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 about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students 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. Design equips students with highly

transferrable, future-focused thinking skills relevant to a global context.

### Pathways

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

### Objectives

Students have the opportunity to learn:

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using visual representation skills
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Evaluate ideas to make refinements
- Propose design concepts in response to design problems
- 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
<b>Stakeholder-centred design</b> <ul style="list-style-type: none"> <li>• Designing for others</li> </ul>	<b>Commercial design influences</b> <ul style="list-style-type: none"> <li>• Responding to needs and wants</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design influences</b> <ul style="list-style-type: none"> <li>• Responding to opportunities</li> </ul>

## 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): • Examination – design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%		
Summative external assessment (EA): 25% • Examination – extended response			

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.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital

solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

## 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

Students have the opportunity to learn:

- 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
<b>Creating with code</b> <ul style="list-style-type: none"> <li>• Understanding digital problems</li> <li>• User experiences and interfaces</li> <li>• Algorithms and programming techniques</li> <li>• Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>• Data-driven problems and solution requirements</li> <li>• Data and programming techniques</li> <li>• Prototype data solutions</li> </ul>	<b>Digital innovation</b> <ul style="list-style-type: none"> <li>• Interactions between users, data and digital systems</li> <li>• Real-world problems and solution requirements</li> <li>• Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>• Digital methods for exchanging data</li> <li>• Complex digital data exchange problems and solution requirements</li> <li>• Prototype digital data exchanges</li> </ul>

## 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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Investigation – multi modal – technical proposal</li> </ul>		<ul style="list-style-type: none"> <li>• Project – folio</li> </ul>	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> <li>• Project – digital solution</li> </ul>			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>			

# Food & Nutrition

General subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. 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. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will 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.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions.

## 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

Students have the opportunity to learn:

- 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
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"> <li>• Introduction to the food system</li> <li>• Vitamins and minerals</li> <li>• Protein</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>• Consumer food drivers</li> <li>• Sensory profiling</li> <li>• Labelling and food safety</li> <li>• Food formulation for consumers</li> </ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>• Carbohydrate</li> <li>• Fat</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>• Formulation and reformulation for nutrition consumer markets</li> <li>• Nutrition consumer markets</li> </ul>

## 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): • Examination – combination response	25%	Summative internal assessment 3 (IA3): • Project – food and nutrition solution	25%
Summative internal assessment 2 (IA2): • Project – food and nutrition solution	25%		
Summative external assessment (EA): 25% • Examination – combination response			

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

Industrial Graphics Skills includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials. Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, drafting, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drafting skills and procedures in relation to production processes. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

## Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

## Objectives

Students have the opportunity to learn:

- Demonstrate practices, skills and procedures that relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, tools and materials, sketches and drawings
- Interpret client briefs and technical information - use knowledge of industry practices and production processes to draw meaning from elements and critical features of client briefs.
- Select practices, skills and procedures
- Sequence processes - use knowledge and understanding of industry practices to decide on the combination and order of production processes.
- Evaluate skills and procedures, and drawings - determine the efficiency and effectiveness of production skills and procedures in relation to industry practices and specific drafting task requirements
- Adapt plans, skills and procedures - modify and improve drafting plans based on identified strengths, implications and limitations.

## Structure

Unit Option A	Unit Option B	Unit Option C	Unit Option E
<b>Drafting for residential building</b> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Client briefs and technical information</li> <li>• Production processes</li> <li>• Industry practices</li> </ul>	<b>Computer-aided manufacturing drafting</b> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Client briefs and technical information</li> <li>• Production processes</li> <li>• Industry practices</li> </ul>	<b>Computer-aided drafting - modelling</b> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Client briefs and technical information</li> <li>• Production processes</li> <li>• Industry practices</li> </ul>	<b>Graphics for the engineering industry</b> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Client briefs and technical information</li> <li>• Production processes</li> <li>• Industry practices</li> </ul>

## Assessment

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

In Units 1 and 2, schools:

- Develop at least two but not more than four assessments
- Complete at least one assessment for each unit
- Ensure that each unit objective is assessed at least once

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus

Assessment Types for all Unit Options A, B, C and E	Practical demonstration	Project
	Multimodal (at least 2 modes delivered at the same time) : <ul style="list-style-type: none"> <li>• up to 3 minutes</li> <li>• 6 A4 pages or</li> <li>• equivalent digital media</li> </ul>	Multimodal (at least 2 modes delivered at the same time) : <ul style="list-style-type: none"> <li>• up to 5 minutes</li> <li>• 8 A4 pages or</li> <li>• equivalent digital media</li> </ul>

# Certificate I in Construction CPC10120

# Certificate II in Construction Pathways CPC20220

VET Qualification

VET

## BLUE DOG TRAINING

### 31193

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

## Training and Assessment Delivery

Students are enrolled with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training. The program is delivered in the College workshops during normal school hours as a part of the student's regular timetabled classes over a period of 2 years by Blue Dog Training's qualified trainers and assessors.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the College workshop. Trainers and assessors attend the College on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

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

## 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 Dual qualification 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, steel fixer, landscaper and electrician.

## Objectives

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

- 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 dual qualification requires completion of 11 units – 8 core and 3 elective units from CPC10120 and 3 additional units from CPC20220.

Code	Title	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	x	
CPCCCM2005*	Use construction tools and equipment	x	
CPCCOM1014	Conduct workplace communication	x	
CPCCOM2001*	Read and interpret plans and specifications	x	
CPCCCM2004*	Handle construction materials	x	x
CPCCCM1011	Undertake basic estimation and costing	x	x
CPCCOM1012	Work effectively and sustainably in the construction industry	x	x
CPCCOM1013	Plan and organise work	x	x
CPCCVE1011*	Undertake a basic construction project	x	x
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	x	x
CPCCOM1015	Carry out measurements and calculations	x	x
CPCCCA2002*	Use carpentry tools and equipment		x
CPCCCM2006	Apply basic levelling procedures		x
CPCCWF2002*	Use wall and floor tiling tools and equipment		x

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

\*Prerequisite units of competency – An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

# Mandatory Workplace Health and Safety (WHS) training – The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction ‘White Card’.

Please note: CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school. CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through DESBT. This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2025 enrolments and will not incur a fee for service cost. This means that if a student is eligible, the course is provided to them fee-free. Students selecting this dual qualification 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.

## 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.

### Assessment

Training and assessment is project and task based. This training and assessment will be delivered at school through a combination of demonstrated evidence such as knowledge questions and project tasks submitted via an online learning management platform, along with simulated workplace practices in the College commercial kitchen.

### Workplace commitment

Vocational placement is a structured learning experience where theory delivered in the classroom is translated into practice within a work environment. It provides students with the opportunity to undertake tasks related to the their course and apply them to achieve an acceptable level of competency.

**Note: Students must be prepared to undertake 12 compulsory Front of House service shifts. This work placement is to be completed out of school hours.**

### 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 teamwork
- 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
BSBTWK201	Work effectively with others	Core
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygienic practices for food safety	Elective
SITHFAB021	Provide responsible service of alcohol (RSA)	Elective
SITHFAB022	Clean and tidy bar areas	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHCCC024	Prepare and present simple dishes	Elective

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

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.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health - educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills

## 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

Students have the opportunity to learn:

- Recognise and describe information about health-related topics and issues
- Comprehend and use the Health inquiry model
- Analyse and interpret information to draw conclusions about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- 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
- Organise information for particular purposes
- 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
<b>Resilience as a personal health resource</b> <ul style="list-style-type: none"> <li>Define and understand resilience as a personal health resource</li> <li>Plan for action and evaluate and reflect on action in a personal health context</li> </ul>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>Alcohol and other drugs</li> <li>Body image</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>Homelessness</li> <li>Transport safety</li> <li>Anxiety</li> </ul>	<b>Respectful relationships in the post-schooling transition</b> <ul style="list-style-type: none"> <li>Define and understand respectful relationships</li> <li>Plan for action and evaluate and reflect on action to influence respectful relationships in the post schooling transition</li> </ul>

## 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 – action research	25%	Summative internal assessment 3 (IA3): • Investigation -analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination – extended response	25%		
Summative external assessment (EA): 25% • Examination –extended response			

# 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. Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. In becoming physically educated, students learn to see 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.

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.

Physical Education fosters an appreciation of the values and knowledge with and across

disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

## 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

Students have the opportunity to learn:

- 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
<b>Motor learning, functional anatomy, biomechanics in physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning in physical activity</li> <li>• Functional anatomy and biomechanics in physical activity</li> </ul>	<b>Sport psychology and equity in physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology in physical activity</li> <li>• Equity – barriers and enablers</li> </ul>	<b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness in physical activity</li> <li>• Ethics and integrity in physical activity</li> </ul>	<b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated in physical activity</li> </ul>

## 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): • Project – folio	25%	Summative internal assessment 3 (IA3): • Project – folio	25%
Summative internal assessment 2 (IA2): • Investigation – report	25%		
Summative external assessment (EA): 25% • Examination – combination response			

Sport & Recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

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

## Pathways

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

## Objectives

Students have the opportunity to learn:

- Investigate activities and strategies to enhance outcomes - actively participate in sport and recreation to identify and interpret information about activities and strategies.
- Plan activities and strategies to enhance outcomes - Students make decisions to design a framework to guide them as they carry out activities and strategies to solve a problem, provide a solution, develop a course of action or prepare instructions to enhance outcomes in authentic tasks.
- Perform activities and strategies to enhance outcomes - initiate a course of action in a purposeful and controlled way
- Evaluate activities and strategies to enhance outcomes - examine and assess what has happened, then consider how they applied decision-making and problem-solving strategies to enhance or maintain positive outcomes in authentic tasks.

## Structure

Unit Option A	Unit Option D	Unit Option E	Unit Option H
<b>Aquatic recreation</b> Investigate, plan, perform and evaluate activities and strategies to enhance outcomes in aquatic recreation	<b>Coaching and officiating</b> Investigate, plan, perform and evaluate activities and strategies to enhance outcomes in coaching and officiating	<b>Community recreation</b> Investigate, plan, perform and evaluate activities and strategies to enhance outcomes in community recreation	<b>Fitness for sport and recreation</b> Investigate, plan, perform and evaluate activities and strategies to enhance outcomes in fitness for sport and recreation

## Assessment

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

In Units 1 and 2, schools:

- Develop at least two but not more than four assessments
- Complete at least one assessment for each unit
- Ensure that each unit objective is assessed at least once

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus

Assessment Types for all Unit Options A, D, E and H	Performance	Project
	Performance up to 4 minutes	Performance up to 4 minutes
Performance planning and evaluation	Project evaluation	
One of the following: Multimodal (at least 2 modes delivered at the same time) : <ul style="list-style-type: none"> <li>• up to 3 minutes</li> <li>• 6 A4 pages or</li> <li>• equivalent digital media</li> </ul> Spoken up to 3 minutes Written up to 500 words	One of the following: Multimodal (at least 2 modes delivered at the same time) : <ul style="list-style-type: none"> <li>• up to 3 minutes</li> <li>• 6 A4 pages or</li> <li>• equivalent digital media</li> </ul> Spoken up to 3 minutes Written up to 500 words	

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

## Certificate II in Sport and Recreation SIS20122

## Certificate III in Fitness SIS30321

### Dual VET Qualification

VET

### **BINNACLE TRAINING 31319**

This dual fitness qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community:

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

The online learning platform provides students with access to the latest health and fitness information and trends and enables students to engage in a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience.

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 and to identify support measures if required.

### Objectives

Students can achieve:

- SIS30321 Certificate III in Fitness
- Entry qualification SIS20122 Certificate II in Sport and Recreation
- Nationally recognised First Aid competency HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (non accredited), issued by Australian Sports Commission.

Skills acquired:

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

### Pathways

Successful completion of the Certificate III in Fitness may contribute towards a student's ATAR.

A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness or SIS50321 Diploma of Sport . (These qualifications offered by another RTO)

## Units of Competency

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

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

<p><b>IMPORTANT</b> Program Disclosure Statement (PDS)</p>	<p>This course 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 as RTO provides and those services carried out by the School (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">http://www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</p>
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## Assessment

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

**Students enrolling in Biology are strongly recommended to be enrolled in General Mathematics or Mathematical Methods and NOT enrolled in Essential Mathematics.**

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

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigations

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Exchange of nutrients and waste</li> <li>• Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis – thermoregulation and osmoregulation</li> <li>• Infectious disease and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity and populations</li> <li>• Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• Genetics and heredity</li> <li>• Continuity of life on Earth</li> </ul>

## 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 – combination response			

# Chemistry

General subject

General

**Students enrolling in Chemistry are strongly recommended to be enrolled in General Mathematics or Mathematical Methods and NOT enrolled in Essential Mathematics.**

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

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigations

## Structure

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

## 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 – combination response			

**Students enrolling in Marine Science are strongly recommended to be enrolled in General Mathematics or Mathematical Methods and NOT enrolled in Essential Mathematics.**

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. Students develop their understanding of oceanography and they engage with the concept of marine biology. Students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine science aims to develop students' sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment. Students develop their understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change.

## Pathways

Marine Science is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## Objectives

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigation

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Oceanography</b> <ul style="list-style-type: none"> <li>• An ocean planet</li> <li>• The dynamic shore</li> </ul>	<b>Marine biology</b> <ul style="list-style-type: none"> <li>• Marine ecology and biodiversity</li> <li>• Marine environmental management</li> </ul>	<b>Marine systems — connections and change</b> <ul style="list-style-type: none"> <li>• The reef and beyond</li> <li>• Changes on the reef</li> </ul>	<b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>• Oceans of the future</li> <li>• Managing fisheries</li> </ul>

## 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 – combination response			

**Students enrolling in Physics are strongly recommended to be enrolled in Mathematical Methods and NOT enrolled in either General Mathematics or Essential Mathematics.**

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

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigation

## Structure

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

## 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 – combination response			

**Students enrolling in Psychology are strongly recommended to be enrolled in General Mathematics or Mathematical Methods and NOT enrolled in Essential Mathematics.**

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.

Psychology aims to develop students' interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues. Students appreciate the complex interactions, involving multiple parallel processes that continually influence human behaviour. Students develop an understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations.

## 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

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigation

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## 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 – combination response			

# 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

Students have the opportunity to learn:

- Comprehend French to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning.
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of language elements of French to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives
- Communicate using contextually appropriate French

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ma vie</b> <b>My world</b> <ul style="list-style-type: none"> <li>Family/carers</li> <li>Peers</li> <li>Education</li> </ul>	<b>L'exploration du monde</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>Travel and exploration</li> <li>Social customs</li> <li>French influences around the world</li> </ul>	<b>Notre société; culture et identité</b> <b>Our society; culture and identity</b> <ul style="list-style-type: none"> <li>Lifestyle and leisure</li> <li>The arts, entertainment and sports</li> <li>Groups in society</li> </ul>	<b>Mon présent; mon avenir</b> <b>My present; my future</b> <ul style="list-style-type: none"> <li>The present</li> <li>Future choices</li> </ul>

## 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): • Examination - short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination – extended response	25%		
Summative external assessment (EA): 25% • Examination – combination response			

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. It is a means by which cultural heritage is preserved and translated through time.

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. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

### 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

Students have the opportunity to learn:

- Demonstrate an understanding of dance concepts and skills - recognise dance concepts and dance skills (technical and expressive) through making and responding to dance
- Apply literacy skills - select appropriate language conventions for particular purposes and contexts
- Organise and apply the dance concepts - improvise, select and arrange movement into sequences and sections to structure the dance work
- Analyse and interpret dance concepts and skills - break down and examine movement, critically identifying sections and connections between the elements of dance, structure and production elements
- Apply technical skills - demonstrate physical capabilities and execution of genres and styles.
- Realise meaning through expressive skills - perform genre- and style-specific techniques or movements to communicate meaning of an idea or concept (whether representational or abstract) using the expressive skills.
- Create dance to communicate meaning - problem-solve, improvise, critically reflect, plan and make decisions in the choreographing of dance using elements of dance and structure (choreographic devices and form) to shape movement in different genres and styles
- Evaluate dance, justifying the use of dance concepts and skills - make judgments about the ideas, dance concepts and dance skills evident in dance works in relation to meaning, purpose and context

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>○ contemporary</li> <li>○ at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>○ meaning, purpose and context</li> <li>○ historical and cultural origins of focus genres</li> </ul> </li> </ul>	<p><b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>○ Contemporary</li> <li>○ at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>○ physical dance environments including site-specific dance</li> <li>○ virtual dance environments</li> </ul> </li> </ul>	<p><b>Moving statements</b> How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>○ Contemporary</li> <li>○ at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>○ social, political and cultural influences on dance</li> </ul> </li> </ul>	<p><b>Moving my way</b> How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>○ fusion of movement styles</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>○ developing a personal movement style</li> <li>○ personal viewpoints and influences on genre</li> </ul> </li> </ul>

## 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): • Performance	20%	Summative internal assessment 3 (IA3): • Project - dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination – extended response			

# Drama

## General subject

General

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

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

The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes

to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities

## Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

## Objectives

Students have the opportunity to learn:

- Demonstrate skills of drama – recognise the function of the dramatic languages and apply their knowledge of elements in drama, conventions, and skills of acting, critiquing, devising and directing in the communication of dramatic action and meaning.
- Apply literacy skills - select appropriate language conventions for particular purposes and contexts.
- Interpret purpose, context and text - decipher the meaning and find the interrelationships between purpose, context and text in the dramatic action and communicate to an audience
- Manipulate dramatic languages - to create dramatic action and meaning
- Analyse dramatic languages - examine and consider how the components of the dramatic languages are integrated and interpret their use in creating dramatic meaning.
- Evaluate dramatic languages - make judgements to determine the effectiveness of the use of the dramatic languages in creating dramatic action and meaning, in their own work and that of others.

## Structure

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

## 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 fosters creative and expressive communication. Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will 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.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

## 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

Students have the opportunity to learn:

- Design moving-image media products – use specific conventions of pre-production formats such as storyboards, treatments and scripts.
- Create moving-image media products - engage in production processes to realise plans made in pre-production.
- Resolve film, television and new media ideas, elements and processes - address key concepts and contexts of production and use to consolidate conceptual, technical or creative purpose in a moving-image media product
- Apply literacy skills - select key terminology and appropriate language conventions for particular purposes and contexts
- Analyse moving-image media products - dissect and describe characteristics of the key concepts that operate in contexts of production and use to influence production practices and processes
- Evaluate film, television and new media products, practices and viewpoints - make judgments and draw conclusions about the worth, significance or status of film, television and new media and justify by researching and examining moving-image media products, practices and viewpoints

## Structure

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

## 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):	15%	Summative internal assessment 3 (IA3):	35%
• Case study investigation		• Stylistic project	
Summative internal assessment 2 (IA2):	25%		
• Multi-platform project			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination – extended response</li> </ul>			

Music fosters creative and expressive communication. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

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

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

## 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. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment.

## Objectives

Students have the opportunity to learn:

- Demonstrate technical skills in performance that are specific to the instrument or sound source.
- Identify, select and combine music elements and concepts in the compositional process.
- Analyse music - examine and consider the relationship between music elements and concepts, compositional devices and stylistic characteristics for the purpose of finding meaning.
- Apply compositional devices - use knowledge and understanding to create a composition.
- Apply literacy skills - select appropriate language for particular purposes and contexts
- Interpret music elements and concepts - shape music elements and concepts in performance of music to communicate style and character of the music.
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas - express music ideas to communicate meaning in performance.
- Resolve music ideas - express music ideas to consolidate and communicate meaning in composition.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Designs</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>• How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</li> </ul>	<p><b>Identities</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>	<p><b>Innovations</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>• How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</li> </ul>	<p><b>Narratives</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>• How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</li> </ul>

## 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): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination – extended response			

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and

expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives. Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication.

## 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

Students have the opportunity to learn:

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate influences - art practices, traditions, cultures and theories
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as code</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as knowledge</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<p><b>Art as alternate</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## 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):	30%
<ul style="list-style-type: none"> <li>• Investigation - inquiry phase 1</li> </ul>		<ul style="list-style-type: none"> <li>• Project - inquiry phase 3</li> </ul>	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> <li>• Project - inquiry phase 2</li> </ul>			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination</li> </ul>			

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

## 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

Students have the opportunity to learn:

- Use arts practices – use multidisciplinary arts practices to create or perform arts works. Select and refine arts practices.
- Plan arts works - students analyse key features of purpose and context and make decisions, explore solutions and choose strategies to achieve goals
- Communicate ideas - create and perform arts works for specific purposes and in specific contexts. Arts works may communicate representations, thoughts, feelings, experiences or observations
- Evaluate arts works - make judgments about arts ideas and arts works, examining these in relation to planning and reflecting on strengths, implications and limitations. Select and use arts terminology and language conventions when producing multimodal, written, spoken or signed evaluations

## Structure

In Arts in Practice, 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).

Unit Option A	Unit Option B	Unit Option C	Unit Option D	Arts Disciplines
<b>Issues</b> Respond to current issues to create and present arts works that comment on an issue for a specified audience using 2 or more arts disciplines.	<b>Celebration</b> Consider cultural perspectives and identities to create and present arts works that respond to community events using 2 or more arts disciplines	<b>Clients</b> Engage with clients in the local community and aspirational arts opportunities to create and present arts works in response to conditions set by external stakeholders using 2 or more arts disciplines	<b>Showcase</b> Respond to the works of professional artists to generate and present their own arts works that reflect their artistic identity using 2 or more arts disciplines	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> </ul>

## 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 (Arts work) (involving the integration of at least two art forms) that is separate from the assessable component of a project.

Project - Arts work	Project - Planning and Evaluation of Arts Work	Product or Performance – Arts work
A product or performance using one of the following: <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 resolved works</li> <li>• Time-based, audio, moving image: up to 3 minutes</li> <li>• Written: up to 800 words</li> <li>• Composition: up to 4 minutes</li> <li>• Choreography: up to 4 minutes</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Performance (live or recorded): up to 4 minutes</li> </ul>	Using one of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes</li> </ul>	A product or performance using one of the following: <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 resolved works</li> <li>• Time-based, audio, moving image: up to 3 minutes</li> <li>• Written: up to 800 words</li> <li>• Composition: up to 4 minutes</li> <li>• Choreography: up to 4 minutes</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Performance (live or recorded): up to 4 minutes</li> </ul>

# Certificate III in Visual Arts CUA31120

VET Qualification

VET

## **COSAMP 41549**

The Certificate III in Visual Art 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.

## Assessment

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

## 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.

Various degree programs in the creative industries including Graphic design, photography and photoimaging.

## 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 title	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
CUAACD201	Develop drawing skills to communicate ideas	Elective
CUASCU311	Produce sculpture	Elective
CUADIG315	Produce digital images	Elective
CUAPPR211	Make simple creative work	Elective
CUADES201	Follow a design process	Elective
CUAPAI311	Produce paintings	Elective
CUAPHI312	Capture photographic images	Elective
BSBESB301	Investigate business opportunities	Elective

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

## 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 several 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 several provided questions, scenarios and/or problems.