Senior Phase Subject Handbook

* The subject levies listed in this book are **proposed for 2024.**

Principal's Introduction

There is no doubt that your senior years of high school, your final two years, are the years you will remember for the rest of your lives.

2019 was the first year of implementation of the new Senior system in Queensland. The new Senior system means new subjects, new syllabuses and a new external examination regime.

21st century skills
To prepare students for future opportunities, teaching, learning and assessment must respond to economic and social conditions. The new syllabuses incorporate the skills identified in research as essential for living, learning and working in the 21st century and build on skills explored in the P–10 Australian Curriculum. In General subjects, students will have many opportunities to learn and practice 21st century skills, and to demonstrate achievement in them.

Literacy and numeracy skills

The new syllabuses increase emphasis on making sure students have high level literacy and numeracy skills, embedding them in each subject syllabus. This complements the focus on 21st century skills.

• Literacy refers to the knowledge and skills about language and texts essential for understanding and conveying information.

• Numeracy refers to the knowledge and skills students need to use mathematics in a range of situations, and recognise and understand the role of mathematics in the world.

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) remains the goal for all students to achieve by the end of Year 12. The QCE marks the achievement of a known educational standard and is increasingly expected of all school leavers by employers.

Our goal for each student is to achieve the QCE by the end of Year 12 as well as for every student to have mapped out a clear pathway from school to beyond – either work, training or further education.

At Flagstone State Community College, we offer a range of General and Applied subjects as well as Vocational Education & Training Certificates that will ensure our students are well equipped with the necessary skills so that all our students can embark on productive pathways beyond school.

I wish you well in your senior years of learning.

Julie Strong
Principal

Senior Education Profile

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

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

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.

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.

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects and contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) 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.

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 (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

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.

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

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

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 result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

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

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

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

. Short Course syllabuses

Course overview

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

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

QCAA senior syllabuses

English

Applied

- Essential English

General

- English

Short Course

- Literacy

Health and Physical Education

Applied

- Sport & Recreation

Humanities and Social Sciences

Applied

- Tourism

General

- Ancient History
- Business
- Modern History

Short course

- Career Education

Languages

General

- Japanese

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods

Short Course

- Numeracy

Sciences

Applied

- Science in Practice

General

- Biology
- Chemistry
- Physics
- Earth and Environmental Science

Technologies

Applied

- Hospitality Practices
- Industrial Technology Skills
- Information & Communication Technology

The Arts

Applied

- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice
- Dance in Practice

General

- Dance
- Music
- Visual Art

Vocational Education

- Certificate III Fitness
- Certificate III Health Services Assistance
- Certificate III Music Industry
- Certificate II / III Hospitality
- Certificate II Electro Technology
- Certificate III Administration
- Certificate II Work Skills and Vocational Pathways
- Certificate I Construction / Certificate II in Construction Pathways
- Certificate II Engineering Pathways

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

Contact:

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Head of Department

English

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Contact:

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Head of Department

English

Literacy
Short Course

Short Course

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

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

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

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment - Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

Sport & Recreation

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
• Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities	• Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Assessment

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

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

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	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.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.*	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 2–4 minutes*	• 60–90 minutes • 50–250 words per item

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

Contact:

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Health and Physical Education

Tourism

Applied senior subject

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

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

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions	• Tourism marketing • Types of tourism • Tourism client groups

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Contact:

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Head of Department

Humanities

Ancient History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family	**Personalities in their time** • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica	**Reconstructing the ancient world** • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic

Unit 1	Unit 2	Unit 3	Unit 4
• Ancient societies — Beliefs, rituals and funerary practices.	• Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	• Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

In Units 3 and 4 students/candidates will complete a total of *two* external assessments, both of which will count towards their final mark in this subject. In Accounting, these assessments contribute 100% to a student's/candidate's overall subject result.

External assessment is developed and marked by the QCAA.

Examinations are based on topics and subject matter from Units 3 and 4 and require assumed knowledge from Units 1 and 2.

Note: Section 2: Short response of Summative external assessment 2 (EA2) is the same as the Summative external assessment (EA) in the *Accounting General Senior Syllabus 2019*.

Summative assessments

Unit 3	Unit 4	
Summative external assessment 1 (EA1): Examination — combination response		50%
Summative external assessment 2 (EA2): Examination • Section 1: Short response • Section 2: Short response		50%

This subject has a prerequisite of a C result or above in English

Contact:

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Head of Department

Humanities

Business

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		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%

This subject has a prerequisite of a C result or above in English

Contact:

Jodi Hancock

Head of Department

Humanities

Modern History

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919	**National experiences in the modern world** • Australia, 1914–1949 • England, 1756–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936

Unit 1	Unit 2	Unit 3	Unit 4
• Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• Independence movement in Algeria, 1945–1962	• China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

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 — 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%

This subject has a prerequisite of a C result or above in English

Contact:

Jodi Hancock

Head of Department

Humanities

Career Education

Short Course

Short Course

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

It focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career.

Career Education can also assist schools in the development of the Senior Education and Training (SET) Plans for students.

Students explore career development and management strategies that help them plan for and shape their future, providing them with essential knowledge, understanding and skills for participation in a rapidly changing world of work. They come to understand what they need to adapt to multiple transitions in work, career and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

As students consider their future directions and prepare to make successful transitions to work, career and further education and/or training, they explore career options that incorporate their interests and skills, set personal goals and implement initial stages of career plans.

Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

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

- demonstrate knowledge and understanding of self, work practices and career development processes
- select, analyse and apply information related to work and career development
- use oral and written language to communicate information
- plan, implement and adjust processes to achieve learning outcomes
- apply learning.

Structure and assessment

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

Topic 1: My current skills and attributes	Topic 2: My options for the future
One assessment consisting of two parts: • a spoken/signed presentation — workplace interview or survey (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an extended written response — a career investigation (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

Contact: Jenni Krauses

HOD Year Senior Schooling

Essential Mathematics

Applied senior subject

Applied

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

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. 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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

Contact:

Arrian Hannebach

Head of Department

Mathematics

General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

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

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• Examination</td></tr>
</table>

Contact:

Arrian Hannebach

Head of Department
Mathematics

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Summative assessments

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• Examination</td></tr>
</table>

Contact:

Arrian Hannebach

Head of Department
Mathematics

Science in Practice

Applied senior subject

Applied

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

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

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

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

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

Structure

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

Core topics	Electives
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

Assessment

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

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

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	At least three different components from the following: • written: 200–300 words • spoken: 1½ – 2½ minutes • multimodal – non-presentation: 6 A4 pages max (or equivalent) – presentation: 2–3 minutes • performance: continuous class time • test: – 20–30 minutes – 50–250 words per item.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Contact: Nicole Zeidler – Acting Head of Department Science

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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• Examination</td></tr>
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Contact:

Nicole Zeidler

Acting Head of Department
Science

Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

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Contact:

Nicole Zeidler

Acting Head of Department
Science

Physics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

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• Examination</td></tr>
</table>

Contact:

Nicole Zeidler

Acting Head of Department
Science

Earth & Environmental Science

General senior subject

General

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.
Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.
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 Earth & Environmental Science can establish a basis for further education and
employment in the fields of geoscience, soil science, agriculture, marine science, environmental
rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Objectives

By the conclusion of the course of study, students will:
• describe and explain scientific concepts, theories, models and systems and their limitations
• apply understanding of scientific concepts, theories, models and systems within their limitations
• analyse evidence
• interpret evidence
• investigate phenomena
• evaluate processes, claims and conclusions
• communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth Systems • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	**Earth processes – energy transfers and transformations** • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	**Living on Earth – extracting using and managing Earth resources** • Use of non-renewable Earth resources • Use of renewable Earth resources	**The changing Earth – the cause and impact of Earth hazards** • The cause and impact of Earth hazards • The cause and impact of global climate change

Assessment

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

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

Summative assessments

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Contact:

Nicole Zeidler

Acting Head of Department
Science

Hospitality Practices

Applied senior subject

Subject Fees $145.00 Year 11

Subject Fees $135.00 Year 12

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming.

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment.

Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

Objectives

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

- Demonstrate practices, skills and processes.
- Interpret briefs.
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products.
- Adapt production plans, techniques and procedures.

Structure

Hospitality Practices is a four-unit course of study.

Units may include:
• Culinary Trends • Bar and Barista Basics • In-house Dining • Casual Dining • Formal Dining • Guest Services

Assessment

Assessment for each unit will include:
• Practical Demonstration • Project

Contact: Kerenza Ortlipp

Head of Department

IT & Technology

* The subject levies listed in this book are **proposed for 2024.**

Industrial Technology Skills

Applied senior subject

Subject Fees $95.00 per year

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

The Industrial Technology Skills course is designed around:

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

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Engineering	• Sheet metal working • Welding and fabrication
	Furnishing	• Furniture finishing • Furniture-making

Entry Requirements

Preference will be given to those students who have achieved a good standard of work in Year 10 Design and Technology. Student attitude, class behaviour, interest and work ethic will be considered. Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, a high-risk activities form must be completed, signed and return to the College.

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Contact:

Kerenza Ortlipp

Head of Department - IT & Technology

Information & Communication Technology

Applied senior subject

Applied

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements.

Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems.

Pathways

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

Objectives

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

- Demonstrate practices, skills and processes.
- Interpret client briefs and technical information.
- Select practices and processes.
- Sequence processes.
- Evaluate processes and products.
- Adapt processes and products.

Structure

Information & Communication Technology is a four-unit course of study.

Units include:
• Robotics • Audio and Video Production • Digital Imaging and Modelling • Web Development

Assessment

Assessment for each unit will include:
• Product Proposal • Project

Contact: Kerenza Ortlipp

Head of Department

IT & Technology

Media Arts in Practice

Applied senior subject

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

Structure

The Media Arts in Practice course is designed around core and elective topics.

Core	Electives
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

For Media 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 two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Course Overview

Unit	Module	Assessment Instrument
1	**Module one** Seeing Is Believing	**Project**: Using the schools photography studio and the Adobe Create Suite students will plan and create a folio that demonstrates graphic design and photographic processes and analyses and evaluates prominent fashion labels.
		Product: Using the schools photography studio and the Adobe Create Suite each student will create and evaluate a photography portfolio.
2	**Module two** Telling Stories	**Investigation**: Through exploring animated representations of themes relevant to their community, students work individually to identify, analyse and evaluate media technologies and media communications.
		Project: Students will individually develop knowledge and understanding of animation and storytelling techniques to create, analyse and evaluate a 30-60 second stop motion/animation using cameras and editing software.
3	**Module three** Picture This	**Investigation**: Students are to identify and evaluate the photography and media techniques and technologies relevant to portrait photography and the art making process.
		Project: Students create, analyse and evaluate a portfolio of portrait photography that is to be printed and presented ready for an arts related event
4	**Module four** Show Me Yours and I'll Show Mine	**Project**: Students will create, analyse and evaluate an online exhibition using either a dedicated website service or a social media platform such as Instagram or Facebook.
		Product: Using the skills and techniques learned throughout the course, Students will design a feature for the school year book.

Contact:

Loren Boundy

Head of Department

Arts

Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

The Music in Practice course is designed around core and elective topics.

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

For Music 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 two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions.	• music performance: minimum of two minutes total performance time • production performance: variable conditions	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Sample Course Overview

Unit / Module	Assessment Instrument
Module 1: Designs	**Performance:** Create a cover version of a piece of music, using an instrument or sound source, in a style or genre of your choice, by interpreting and demonstrating music principles and practices. – 2 min.
	Product (Composition): Create an original piece of music that communicates music ideas to an audience. – 30 sec.
Module 2: Identities	**Project:** As part of an online music advocacy campaign for our school community, create a 2 part project that explores how music can express identity. • Part 1. You are to either perform (2 min) or compose (30 sec) a piece of music that represents an aspect of your identity (cultural, social, personal). • Part 2. This will then inform the creation of a multimodal response (non-presentation) that investigates, through research, analysis, evaluation and reflection, how music can express identity. (6 pages)
	Investigation: Students research and create a digital presentation on the music of a chosen culture from around the world, which could be their own, to be included in the next Harmony Day celebration at school. – 8 pages
Module 3: Innovations	**Performance:** Perform a piece of music, using an instrument or sound source, in a style or genre of your choice, which demonstrates the use of an innovation that is a current trend in the music industry. – 2 minutes
	Product (Composition): Compose a contemporary piece of music that incorporates the use of technology in a style or genre of your choice. – 60 seconds
Module 4: Narratives	**Project:** As part of an online music advocacy campaign for our school community, create a 2 part project that explores the expressive powers of music to convey a narrative. • Part 1. Perform a piece of music from a film, television show or video game. – 2 min • Part 2. This will then inform the creation of a multimodal response (non-presentation) that investigates, through research, analysis, evaluation and reflection, the expressive powers of music to create a narrative. – 8 pages
	Product (Composition): Create a composition for an excerpt from a film, television show or video game, (options provided). – 60 seconds

Contact:

Loren Boundy

Head of Department

Arts

Visual Arts in Practice

Applied senior subject

Subject Fees $105.00 per year * – for art materials used in class and assessment

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

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

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

Assessment

For Visual 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 two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: • a product component: variable conditions • at least one different component from the following – written: 500–900 words – spoken: 2½–3½ minutes – multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Course Overview

Unit	Module	Assessment Instrument
1	**Module one** Altered States	**Project:** Students explore their own personalities and experiment with traditional and non-traditional art media including sand, tissue paper, ink, glue and collage techniques to create a mix media self-portrait.
	Module two Rituals and Ceremonies (part 1)	**Investigation:** Students will research and investigate rituals and ceremonies from a variety of different cultures, past and present, to create a multimodal power-point presentation about the history of their chosen ceremony and its' rituals
2	**Module three** Rituals and Ceremonies (part 2)	**Product:** They consider personal morals, beliefs and symbolism to create an artwork in their own choice of media.
	Module four Handmade Treasures	**Project:** Students will create craft items to be sold at a craft market or to be given as gifts. Students will write an artist statement evaluating their craft items.
3	**Module five** Introspective	**Project:** Students will create a mixed media self-portrait. They will write an artist statement analysing and reflecting on their work.
	Module six Spirituality and the Sacred (part one)	**Investigation:** students will gather ideas and stimuli from which to create a multimodal PowerPoint presentation discussing how at least three contemporary artists address the idea of spirituality in their work. They will use their research to experiment and explore ideas in their visual diary as inspiration for their artwork.
4	**Module seven** Spirituality and the Sacred (part two)	**Product:** Students will research and investigate rituals and ceremonies from a variety of different cultures past and present. They consider personal morals, beliefs and symbolism to create a sculptural artwork.
	Module eight Treasure Trove	**Project:** Students will create craft items based on a particular culture and to be sold at a local market or be given as gifts. They will write a proposal submission and present a persuasive speech promoting their craft item to the class

Contact:

Loren Boundy

Head of Department

Arts

* The subject levies listed in this book are **proposed for 2024.**

Dance in Practice

Applied senior subject

Applied

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, teaching, choreography, performance and event production.

Objectives

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

- Recall terminology, concepts and ideas associated with dance
- Interpret and demonstrate the technical and expressive skills required for dance genres
- Explain dance and dance works
- Apply dance concepts and ideas through performance and production of dance works
- Analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- Use language conventions and features to achieve particular purposes
- Generate, plan and modify creative processes to produce dance works
- Create communications and make decisions to convey meaning to audiences
- Evaluate dance work

Structure

The Drama in Practice course is designed around core and elective topics.

Core	Electives
• Dance performance • Dance production • Dance literacies	• Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Assessment

For Dance 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
- At least one performance, separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
The Project in Dance in Practice requires: • a dance performance: 1½ – 2 minutes • at least one other component from the following • written: 500– 900 words • spoken: 2½– 3½ minutes • multimodal • nonpresentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • product: variable conditions.	• Dance performance: 2–3 minutes • Production performance:variable conditions • Teaching performance: variable conditions	• Design solution and folio:variable conditions • Choreographic work: 2–3 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal • nonpresentation: 10 A4 pages max (or equivalent) • presentation: • • 7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal • nonpresentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes.

Course Overview

Unit	Module	Assessment Instrument
1	**Module 1: Moving bodies (Term1)** This unit will explore Jazz/ Musical Theatre as a form of entertainment.	**Performance**: Students will perform a Jazz /Musical Theatre dance devised by the teacher or guest artist for a community audience. Must include a choreographic statement.
2	**Module 2: Moving bodies (Term 2)** This unit explores on the fundamentals of Hip Hop/ Commercial Dance through choreographers such as Kelly Abbey, Wade Robson, Jasmine Meakin, Louis Pinto.	**Product**: Students will choreograph a Hip Hop/ Commercial Dance work for a youth audience in the local community. Improvise, explore, select, create,

		manipulate, structure movement to communicate intent. Completed in small groups, each student responsible for a section of the dance with results
3	**Module 3: Moving through environments (Term 3)** This unit explores Contemporary dance that is used in 'Dance on Film' that communicates meaning for artistic purposes.	**Project**: In pairs, create, perform and edit a 'Dance on Film' video to be presented to a community audience, reflecting on the creative process with a choreographic statement.
4	**Module 4: Moving Through Environments (Term 4)** In this unit, students explore how communication of meaning varies when dance is created and presented in and through specific physical sites and virtual environments.	**Investigation**: Students view the dance work Time Withers by Elisha Thompson and justify the argument in response to the task question by selecting the key dance concepts and skills from the dance work to support students analysis, interpretation and evaluation.
5	**Module 5: Module 5: Moving statements (Term 1)** This unit explores the Contemporary dance genre through the lens of Modern Contemporary dance practitioners such as Stephen Page, Natalie Weir and Graeme Murphy	**Performance**: Students will perform a contemporary dance devised by the teacher or a guest artist that communicates a particular social, political or cultural viewpoint to inform an audience. Must include a choreographic intent.
6	**Module 6: Moving statements (Term 2)** In this unit students explore Popular Dance that is used for social and entertainment purposes.	**Product**: Students will choreograph a Popular Dance work to present to the local community. Choreography may be for a solo, duo or small group. Include a statement of choreographic intent which outlines the conceptual premise and creative endeavours of the work.
7	**Module 7: Moving my way (Term 3)** In this unit students explore their own movement style, personal contexts, influences and perspectives and how they influence their own choreographic style and movement preferences.	**Project**: In pairs create, perform and edit a 'Dance on Film' Project to be presented at the 'Night of Dance' community arts showcase. Reflecting on the creative process with a statement of choreographic intent.
8	**Module 8: Moving my way (Term 4)** This unit explores dance in the community and the benefit that it brings to society.	**Investigation**: Investigating the benefits of dance participation for a community and presenting the findings to the class as a PowerPoint presentation (multimodal).

Contact:
Loren Boundy – Head of Department
Arts

Dance

General senior subject

General

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

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

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

Pathways

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

Objectives

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

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

Entry Guidelines

This course is designed for students who have an **interest and passion for dance**. It is recommended that students have studied **dance in Year 9 and 10**; or have other experiences with dance**.**

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Contact:

Loren Boundy

Head of Department

Arts

Music

General senior subject

General

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

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

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

Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

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

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

Entry Guidelines

This course is designed for students who have an **interest and passion for music** Students who have studied **Music in Year 9 and 10**; or have other experiences with music will have an advantage in some areas of the course.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Contact:

Loren Boundy

Head of Department

Arts

Visual Art

General senior subject

Subject Fees $105.00 per year * – for art materias used in class and assessment

General

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

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

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

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

Pathways

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

Objectives

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

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

Entry Guidelines

This course is designed for students who have an **interest and passion for visual art**. Students are required to have achieved an **A grade in Year 10 Visual Art** in order to do this subject.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Contact:

Loren Boundy

Head of Department

Arts

* The subject levies listed in this book are **proposed for 2024.**

SIS30321 Certificate III in Fitness

VET

Subject Fee $450.00 * – this is a non refundable fee – outside RTO (2 year course)

The college has formed a partnership with the RTO, Binnacle Training (RTO code: 31319). The college teachers will deliver the program designed by Binnacle to enable them to have a pathway to the health and fitness industry.

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as understanding client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Entry Requirements

Subject Fee For Two Years $450 + purchase of Polo Shirt for Training Clients – This is a non-refundable fee – outside RTO

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. Entry to this course may be determined by an interview process. A program fee must also be paid prior to the enrolment of the course and will be non-refundable.

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 enthusiasm and motivation to participate in physical activity sessions.

Pathways

This qualification can assist in leading to the following career pathways:

- Group exercise instructor
- Gym/exercise instructor
- Fitness/sports coach

With further training (Cert IV Fitness/ Diploma) you can become a:

- Personal Trainer
- Gym Manager
- Business Owner
- Strength and Conditioning Coach

The diploma could lead to University admission to explore degrees such as, HPE Teaching, Exercise Physiologist, Sport Science, Physiotherapy or dietician.

Objectives

By the conclusion of the course of study, students should have received the following qualifications:

QCE Credits: Successful completion of Certificate III in Fitness contributes eight (8) credits towards a student's QCE.
Successful completion of Certificate II in Sport and Recreation (optional embedded qualification) contributes an additional four (4) credits towards a student's QCE.
This program also includes the following:

- First Aid qualification and CPR Certificate;
- Optional sport-specific coach/official accreditation.
- A range of career pathway options
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with Australian Institute of Personal Trainers (AIPT). (Cost approx. $1500).

Course Structure

YEAR 11			
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
• Health, Safety and Law in the Sport, Fitness and Recreation Industry • Customer service • Coaching and officiating practices	• Assist with activity sessions • Deliver a community fitness program • Optional: sport-specific coach/official accreditation	• Screening and assessing clients and group fitness • Exercise Science - Anatomy and Physiology	• Exercise Science – Anatomy and Physiology (continued) • Group fitness • Respond to emergencies
YEAR 12			
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
• Programming and instruction • Introduction to specific populations	• Specific populations • Nutrition and performance • Advanced group training	• Training older clients • First Aid qualification and CPR certificate	

Assessment

The program will comprise of class-based tasks and practical components in a real gym environment at the school. These involve the delivery of fitness programs to clients within the school community (students, teachers and other staff).

Course content will be delivered by teachers, but will also be available online at all times. Assessment will be completed online and verified by class teachers. These tasks may include:

- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log book and practical experience

***NOTE*: This program involves a mandatory 'outside subject' weekly component of 90 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to a variety of clients, including older adults.**

* The subject levies listed in this book are **proposed for 2023.**

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

Certificate III Health Services Assistance (Packaged Course)

VET

Subject Fees – this is a non-refundable fee – outside RTO (2-year course)

- Certificate II Health Support Services (HLT23215) - $400
- Certificate III Health Services Assistance – Year 12 only (HLT33115) - $450

Health and community services are the largest growing industries in Australia, estimated to grow by over 20% over the next five years. These programs will provide students with the basic skill for a career in the health and social services industries, as well as providing a pathway for those wishing to pursue further study in these fields. Refer to training.gov.au for specific information about the qualification
This program will be delivered here at the College in partnership with an external Training provider, **Connect and Grow (RTO code 40518)**. College teachers will deliver the program designed by Connect and Grow with the assistance of outside trainers to complete practical placements to enable students to have a pathway in to the health services industry.
Certificate III in Health Services Assistance is offered as a senior subject, graduates will acquire a range of skills including recognising healthy body systems, interpreting and apply medical terminology, conducting health checks, and infection control and individualised support.

Entry Requirements

Subject fee for two years $849 **This is a non-refundable fee – outside RTO**
Entry to this course may be determined by an interview process. A program fee must also be paid prior to the enrolment of the course and will be non-refundable. Families who would like to discuss financial support are encouraged to work with the school's Business Manager, at the earliest convenience.
Students must have a passion for and/or interest in pursuing a career in the health services industry. They must have good quality written and spoken communication skills, and enthusiasm and motivation to participate in practical tasks. Students are expected to join the BYOD (Bring Your Own Device) program to access online user platforms with resources and assessment online.

Pathways

This qualification reflects the role of a variety of workers who use a range of factual, technical, and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

Potential options may include:

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

Objectives

By the conclusion of the course of study, students should have received the following qualifications:

QCE Points: Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III)

This program also includes the following:

- Certificate II Health Support Services (HLT23215)
- First Aid qualification and CPR certificate

Course Structure

Year 1 (Certificate II units)

Unit code	Title
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
BSBINM201	Process and maintain workplace information
HLTINF001	Comply with infection prevention and control policies andprocedures
HLTHSS003	Perform general cleaning tasks in a clinical setting
HLTHSS005	Undertake routine stock maintenance
CHCCOM005	Communicate and work in health or community services
BSBCUS201	Deliver a service to customers
CHCCOM001	Provide first point of contact
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCDIV001	Work with diverse people

Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
CHCCCS015	Provide individualised support
BSBWOR301	Organise personal work priorities and development
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
BSBMED303	Maintain patient records
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Work Experience

Students are highly encouraged to completea minimum of 20 hours work experience in ahealth or community service facility to strengthen their skills, knowledge and employability. Connect ‘n’ Grow® considers industry experience to be a very important inclusion of the Certificate III qualification.

Assessment

The program will comprise of a variety of a assessment tasks including the following:

- Observations
- Folios of work
- questionnaires
- written and practical tasks

*The subject levies listed in this book are **proposed for 2024**

Certificate II Hospitality SIT20316 / Certificate III in Hospitality SIT30616

Course Fees – this is a non-refundable fee – outside RTO (2-year course)

- **Certificate II in Hospitality (SIT20316) - $0 VETiS FUNDED**
- **Certificate III in Hospitality (SIT30616) - $400 (4 units x $100ea)**

RTO Details
Blueprint Career Development - RTO # 30978

Reasons for studying Hospitality
Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life and specific knowledge and skills related to employment within the hospitality industry. This program will cover bar operation, mocktail making, coffee making, customer service, gaming and basic cooking skills. This course includes SITHFAB002 Provide responsible service of alcohol (RSA) and SITHGAM001 Provide responsible gambling services (RSG) which can help you gain employment.

QCE points

- Successful completion of the Certificate II in Hospitality contributes four (4) credits towards QCE points.
- Successful completion of the Certificate III in Hospitality contributes two (2) additional credits towards QCE points.
- Therefore, students who successfully complete the Certificate II and III in Hospitality will obtain 6 QCE points.

Entry Requirements
Preference will be given to those students who demonstrate good work ethic and attitude across their classes plus an interest in hospitality.

Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, students must have previously demonstrated safe behaviour in their classes. A high-risk activities form must also be completed, signed and returned to the College.

Students with a positive outlook who enjoy serving customers in a food and beverage setting are most suited to this course. Team work, flexibility, safe work practices and being prepared to work during the lunch break are desirable attributes. The main focus of the course is serving customers in a restaurant setting.

NOTE: Students who have already used their VETiS funding can still enrol to complete the Certificate III in Hospitality for a fee of $1500 (non-refundable).

Work Placement
Structured work placement **must** occur to complete a Certificate II and Certificate III in Hospitality. To achieve the Certificate II in Hospitality, students must complete 36 hours of work placement at school functions, local venues or through current employment in hospitality. To achieve the Certificate III in Hospitality, students must complete an additional 24 hours of work placement at school functions, local venues or through current employment in hospitality. Shifts need to be a minimum of two hours in length.

SIT20316 – Certificate II in Hospitality
This course is funded under the Queensland Government **VETiS initiative** (Vocational and Educational Training in Schools Funding). Blueprint Career Development is an approved supplier to deliver Certificate II in Hospitality under this funding program. If your child elects to allocate their VETiS funding to Blueprint Career Development, the course fee is **NIL.** Your child must **not** have already elected to use their VETiS funding with another provider or have completed a qualification using VETiS Funding.

Certificate II in Hospitality Units

Unit code	**Title**
Core Units	
BSBWOR203	Work effectively with others
SITHND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygienic practices for food safety
Elective Units	
SITHGAM001	Provide responsible gambling services
SITHFAB002	Provide responsible service of alcohol
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve expresso coffee
SITHCCC002	Prepare and present simple dishes

SIT30316 – Certificate III in Hospitality
Upon completion of the STI20316 Certificate II in Hospitality, students will enrol in the SIT30616 Certificate III in Hospitality. Students are only required to complete an additional 4 units to achieve the Certificate III in Hospitality.

Certificate III in Hospitality Units

Unit code	**Title**
SITXCCS006	Provide services to customers
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXHRM001	Coach others in job skills
SITHIND004	Work effectively in hospitality service

Uniform
Students are expected to wear a wait staff uniform for special occasions. This consists of black trousers, black button-down shirt (full or ¾ sleeves) and black leather enclosed shoes.

Mandatory Equipment
As the theoretical component of this course is online, students MUST bring a laptop to school so they can complete their theory during class time.

Assessment
The assessment will be competency based and clustered units may be part of the assessment to reflect actual work scenarios and activities. Students will participate in various assessment tasks, including observation with checklists, products resulting from an activity, questioning (written, oral or portfolio), and reports from the workplace supervisor.

A major part of the assessment is achieved by working in the training restaurant, serving customers and through the participation of work experience in a restaurant/café outside of school hours.

Optional Hospitality Experience (approx. $200-$250)
The Blueprint Hospitality Experience Program has been developed to allow Year 12 students to develop a deeper understanding of the hospitality industry with hands-on exposure to front and back of house operations.

Highlights include:

- 1 night's accommodation in a 4-5 star hotel (twin share)
- 1 buffet breakfast
- 2 lunches in the staff cafeteria and a graduation lunch on the final day
- 1 dinner in the hotel restaurant
- Hotel tour, welcome and induction
- 3 shifts of 3.5 hours in selected departments.

Future Pathways
Possible opportunities available after Year 12:

- Diplomas in Hospitality and Tourism,
- Baker, Butcher, Cook, Bar and Café attendant, catering assistant
- Hospitality Industry - wait staff opportunities, in hotels, resorts, overseas,
- Hotel work – front of house or back of house.

Contact: Kerenza Ortlipp

Head of Department

IT & Technology

Certificate II Electro Technology (Career Start) UEE22011 VEL111

Subject Fee per Year $120.00 * this is a non-refundable fee - outside RTO

Rationale
This area of study seeks to develop theory, practical knowledge and skills that apply in an industrial environment. The Electro technology industry is a quickly growing industry with great opportunities. This qualification covers competences for work entry program providing grounding in safety and basic skills and knowledge for work in any electro technology discipline

Aims
This subject is designed to provide students with a series of choices in the area of vocational education. While the primary focus is on providing skills and knowledge, enabling a student to find work as an apprentice or skilled worker, some skills will also play a valuable role in life.

Entry Requirements
Students require a minimum of High Achievement in Year 10 Maths and Sound Achievement in English.
Students also require a continued enrolment through year 11 and 12 in Maths A.
Student attitude, class behaviour, interest and work ethic will be taken into account. Due to the nature of this industry, safety is a major consideration.
Due to cumulative training requirements students are not normally allowed entry into this course after the end of Term One. Specific entry level training is completed by this time and cannot be repeated within the course.

Course Outline
QCE points = 4
Units of competency are selected from the Certificate 2 in Electro Technology (Career Start) UEE22011. Students undertake the basic or base level course to gain skills and knowledge for the Electro Technology discipline. These include Technician specialising in Computer systems, Data Communications, Electrical or Electronics, Electrical Systems, Electro Technology Assembly and Service, Entertainment and Instrumentation.

The course uses an integrated approach and covers skills such as knowledge of and solving basic problems with electronic and digital equipment, solving problems including in single and multiple-path circuits, selecting and using appropriate equipment and materials. Student exercises will take the form of simple electrical tasks, either as a bench exercise, an individual task or a group project. Wiring projects will also require students to work on real life projects. Students will also need to be prepared to take part in online theory and exams from Electrogroup Training Australia.

To achieve this qualification, students must achieve competence in all units of competency. This includes all core units of competency and elective units of competency selected from the training package.

Course Requirements
Subject Levy - Course costs of $110 per year
Other Requirements - Students will need to purchase safety boots ($50 from safety equipment suppliers) and safety glasses. These safety items will also be needed for participation in industry work experience, future employment and vocational studies. Students without safety equipment

will be unable to undertake this area of study. Time will be allowed for students to complete the Online Construction White Card at a cost of approx. $10.00 per student.

Core Competency Standard Units
All competency units must be achieved to attain this qualification.

Qualification	**Code: UEE22011 Certificate II in Electro Technology (Career Start)**	
Units of competency	**Code**	**Title**
	UEENEEE101A UEENEEE104A UEENEEE141A UEENEEK142A UEENEEE020B UEENEEE102A	Apply OHS regulations, codes and practices in the workplace Solve problems in DC circuits. Use of routine equipment plant technologies in an energy sector environment. Apply environmentally sustainable energy procedures in the energy sector Provide basic instruction in the use of electrotechnology apparatus Fabricate, assemble and dismantle utilities industry components
Qualification	**Code: UEE22011 Certificate II in Electro Technology (Career Start)**	
Units of competency	**Code**	**Title**
	UEENEEE105A UEENEEE148A UEENEEE179A UEENEED101A UEENEEC001B HLTAID001A CPCCHS1001A	Fix and secure electro technology equipment Carry out routine work activities in an energy sector environment Identify and select components, accessories and materials for energy sector work activities Use computer applications relevant to a workplace Maintain Documentation Provide CPR Construction White Card

Assessment
Student tasks or projects are marked on a competency basis. Theory elements will be assessed by a combination of onsite and online tests and assignments. Students must complete all theory components to the required level to achieve requirements stated in the related elements. General performance is marked on a continuous basis in reference to current industry standards. Students must be able to prove their competency to perform work to the industry standard that is based on knowledge, skill and application to work.

Future Pathways
The skills learned in this course will therefore enhance the position of a student to gain employment as an apprentice, technician or trades support person, or to gain entry into a Vocational Institute. The qualifications gained may also in the future enable students to go on and facilitate their own business or gain access to future study in the areas of Certificate 3 Apprenticeship in a specialist electro technology area. This may also include a Diploma or Advance Diploma in Electro Technology, Students may receive credit for relevant competencies towards a related apprenticeship or further study

Contact: Kerenza Ortlipp
Head of Department IT & Technology
* The subject levies listed in this book are **proposed for 2024.**

Certificate III Administration BSB30120

VET

BSB30120 - Certificate III in Business Administration
6 core units plus
7 elective units, of which:
- 2 elective units must be selected from Group A
- 1 elective unit must be selected from Group B
- for the remaining 4 elective units from Group E

This course is for people who want to start or build a career in a business services environment. It will help learners develop the knowledge and skills to carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills.

The qualification provides a pathway to work in a diverse range of business settings including, Human Resource Management, Accommodation, Warehousing and Storage and Community Services.

LEARNING OUTCOMES

Students will get a solid education in the fundamentals of business tasks and will graduate job ready.
Individuals with this qualification are able to perform such roles as:

- Producing a range of business documents using computer-based software
- Effective communication and inclusivity within the workplace
- Effective communication with customers via phone and email
- Organising and maintaining personal daily tasks

Course Competencies	
BSBCRT311 Apply critical thinking skills in a team environment https://training.gov.au/Training/Details/BSBCRT311	Core Unit
BSBPEF201 Support personal wellbeing in the workplace https://training.gov.au/Training/Details/ BSBPEF201	Core Unit
BSBSUS211 Participate in sustainable work practices https://training.gov.au/Training/Details/ BSBSUS211	Core Unit
BSBTWK301 Use inclusive work practices https://training.gov.au/Training/Details/ BSBTWK301	Core Unit
BSBWHS311 Assist with maintaining workplace safety https://training.gov.au/Training/Details/ BSBWHS311	Core Unit
BSBXCM301 Engage in workplace communication https://training.gov.au/Training/Details/ BSBXCM301	Core Unit
BSBTEC201 Use business software applications	Group A

https://training.gov.au/Training/Details/ BSBTEC201	
BSBTEC303 Create electronic presentations https://training.gov.au/Training/Details/ BSBTEC303	Group A
BSBPEF301 Organise personal work priorities https://training.gov.au/Training/Details/ BSBPEF301	Group B
BSBFIN301 Process financial transactions *https://training.gov.au/Training/Details/ BSBFIN301*	Group E
BSBHRM416 Process payroll *https://training.gov.au/Training/Details/* BSBHRM416	Group E
BSBOPS301 Maintain business resources *https://training.gov.au/Training/Details/ BSBOPS301*	Group E
BSBPUR301 Purchase goods and services *https://training.gov.au/Training/Details/ BSBPUR301*	Group E

Contact:

Jodi Hancock

Head of Department

Business

Certificate II Work Skills and Vocational Pathways

VET

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

Students who complete this qualification will gain confidence in:
- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at ACSF Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Pathways
This course provides opportunities for trainees to enhance their workforce preparation and foundation employability skills for a range of entry level workplace positions. The qualification has been developed while consulting with industry to ensure that students are ready for the workplace or to move on to vocational qualifications.

Entry Requirements
There are no prerequisites or other entry requirements.

This course is one year long and run through the schools Future Pathways Program. The course is delivered at Flagstone State Community College as part of the school timetable.

Objectives
This program is designed to develop confidence, knowledge, skills and experience to support students and job seekers obtain employment and thrive in the workplace. The course is designed to develop student employability and technical skills through learning the essential skills for work, career planning and job preparation and how to participate effectively in the workplace.

Course Requirements
- participation in the Shared Resources Scheme to cover the costs of computer access and library resources
- handouts/booklets/additional exercises will be supplied school
- students are required to provide a USB flash drive

Course outline:
Throughout the course, students have the opportunity to achieve FSK20113 Certificate II in Skills for Work and Vocational Pathways if they are deemed competent in all 14 units of competency.

The course is structured in a modular way to break up the units of competencies into logical clusters.

Competencies:

The qualification Certificate II in Skills for Work and Vocational Pathways is made up of 14 units, 8 core and 6 electives.

Core	Electives
• FSKDIG03 Use digital technology for routine workplace tasks • FSKLRG09 Use strategies to respond to routine workplace problems • FSKLRG11 Use routine strategies for work-related learning • FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work • FSKNUM15 Estimate, measure and calculate routine metric measurements for work • FSKOCM07 Interact effectively with others at work • FSKRDG10 Read and respond to routine workplace information • FSKWTG09 Write routine workplace texts	• BSBWHS201 Contribute to health and safety of self and others • FSKRDG01 Recognise highly familiar workplace signs and symbols • FSKLRG07 Use strategies to identify job opportunities • FSKLRG10 Use routine strategies for career planning • BSBCMM201 Communicate in the workplace • FSKNUM20 Use basic functions of a calculator

Assessment

Assessment is competency based and completed in a simulated work place environment. Assessment techniques include: observations, folios of work, written and practical tasks, questioning and projects.

Students who are deemed competent in all twelve units of competency will be awarded a qualification and a record of results. If students obtain the qualification, they will gain four points towards their QCE. Students who achieve at least one unit of competency (but not the full qualification) will receive a statement of attainment.

Contact:

Jennifer Krause
Senior School Head of Department

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

QCE Points: 4

Description

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.
The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.
Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

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, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost.**

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

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 school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training are responsible for all training and assessment.

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

Notes:

- *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.

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

- # 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'.

More information can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

Entry Requirements

Preference will be given to those students who demonstrate good work ethic and attitude across their classes plus an interest in construction.

Due to the nature of this industry, safety is a major consideration. To be enrolled in this subject, students must have previously demonstrated safe behaviour in their classes. A high-risk activities form must also be completed, signed and returned to the College.

Mandatory Equipment

Students must be wearing steel capped work boots and safety glasses throughout the course (a construction locker will be provided for storage at school).

As the theoretical component of this course is online, students MUST bring a laptop to school so they can complete their theory during class time.

Future Pathways

The skills learned in this course will therefore enhance the position of a student to gain employment as an apprentice or trades support person, or to gain entry into a TAFE Institute. The qualifications gained may also in the future enable students to go on and facilitate their own business or gain access to future study in the areas of Industry Sales, Drafting/Architecture or Civil Engineering. Students learning these skills will also find them very useful in the future as a home handyperson.

Contact: Kerenza Ortlipp

Head of Department

IT & Technology

MEM20422 Certificate II in Engineering Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

QCE Points: 4

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.
Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.
Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

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Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices

Elective

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

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

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

Entry Requirements

Preference will be given to those students who demonstrate good work ethic and attitude across their classes plus an interest in construction.

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