Senior Subject Guide
Years 11 and 12
2025-2026

Education for Life

KENMORE STATE HIGH SCHOOL

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2024-2025 Vocational Education Studies Course Options _Error! Bookmark not defined.

Message from the Principal

Dear student,

Welcome to the new Senior Program and Senior Phase of Learning!

Our *School philosophy* speaks of enabling you to make a powerful difference in the world. To be influential locally and prepared to transform the world, you need developed skills. Our commitment to you is to provide a 'futures focused' curriculum that will prepare you for the new global economy through attention to you and your success so that you can make a difference now and in the future.

Your progression into the senior phase of learning marks a significant point in your education and creation of opportunities for your life beyond school. Success and continuous personal growth within the senior school requires a serious application of *commitment, a conscientious attitude, and self-discipline* on your part.

You are entering an exciting time in education with the recent introduction of the *Senior Assessment and Tertiary Entrance (SATE)* program. Eligible students will receive an *Australian Tertiary Admission Rank (ATAR)* at the end of Year 12 as the culmination of their studies. The features of the SATE program include *subject-based external assessment*, a *reduced number of assessments*, and a strengthening of their *quality and comparability through common processes*.

A new *taxonomy* of educational objectives will underpin Kenmore's curriculum delivery whereby key *cognitions* are explicitly taught; where the essential *skills of thinking* is the new subject matter; and the *application and utilisation of knowledge* occurs at every level the learning process. You will notice the explicit teaching of these skills within and across your classes.

21st Century Learners! You are preparing for a very different world from the one we know. At Kenmore, we aim is to deliver to you the experiences, values and virtues to become innovators, entrepreneurs and responsible global citizens. The identified traits for you will be:

- Critical thinking analytical thinking, problem-solving, decision making, reflecting and evaluating
- Innovation, curiosity, creativity, looking for alternatives and generating new ideas
- Respectful communication, collaboration and teamwork
- Highly developed personal and social skills
- Contemporary technology practices to network, generate and manage knowledge and to collaborate

You will be working towards the *Queensland Certificate of Education (QCE),* a qualification awarded to young people at the completion of their senior phase for learning. The QCE confirms your achievement of:

- A significant amount of learning
- A set standard of achievement, and
- Literacy and numeracy requirements

This Subject Guide is a resource to enable you and your families to collaboratively plan your senior education pathway. I urge you to read all the sections of this guide carefully, and to consider the options available so that you can make choices suited to your particular needs. I also encourage you to base your decisions on your proven abilities and personal preferences which will be reflected in the successes from your previous schooling history. Make your choices wisely.

I wish you well in making your decisions.

Paul Robertson
Executive Principal

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Selecting Subjects in the Senior School

The world is experiencing rapid change due to a number of influences including technology, the changing demands of different industries, and diversity in society to name a few. Young people must be adequately equipped with relevant knowledge and skills to continually adapt to a rapidly changing employment landscape.

The workplace is changing with automation, globalisation and flexibility expected to be a key feature of jobs by 2030. It is predicted that workers will spend more time learning new skills as well as using critical thinking and entrepreneurial skills. Workers will also need to focus more on verbal communication and interpersonal skills with less time spent on routine and manual tasks. Businesses will be required to be more competitive and therefore employees will need to be increasingly enterprising and find creative ways to adapt in diverse environments. Our students therefore must have relevant knowledge and skills that will support their career pathway from high school to further education and training or employment. Portable skills or transferrable skills such as critical thinking, interpersonal skills, problem solving and having a growth mindset to learn new skills in new environments will be crucial.

Our current students are Generation Z and will have experiences unknown to previous generations. Gen Z's will be mobile and are predicted to have 17 jobs over their lifetime, with one in two being university educated. It comes as no surprise that they will be digital integrators, reaching for technology to assist them in a range of everyday personal, educational and work tasks. Our current students will be the most educated generation but also need to be the savviest to ensure that they are marketable to future employers.

Our senior students need to take advantage of many opportunities available to them at Kenmore State High School including a wide range of extra-curricular competitions, university subjects, work experience, school-based traineeships and VET courses. Active participation in the senior school will help adequately prepare students for the workplace that they will be entering in a few years' time.

Pathways and subject combinations should be considered carefully to ensure that students are accessing the knowledge and skills that will prepare them for the future and combining subjects/courses that are complementary for their pathway. For example, a student wishing to enter a university degree in Health Sciences can study a range of subjects/courses at Kenmore SHS to support this pathway including Health, Physical Education, Certificate III in Fitness and Food and Nutrition. A student wishing to be a Personal Trainer could combine Certificate III in Fitness with Certificate III in Business to become an effective small business owner. Lastly, a student wishing to be a Child Psychologist could study Psychology and a Certificate III in Business to gain relevant and current knowledge of children and how they behave before entering a university degree.

Whichever pathway students choose, Kenmore SHS offers a wide range of subjects and courses to meet the needs of our Generation Z students. For more information on choosing complementary subjects and the right pathway, contact the Guidance Officers, Senior Schooling Coordinator or the Pathways and Transitions Coordinator.

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-and-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.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway.

Individualised Pathways and Support Services

The Teaching and Learning Support department works with students with a disability and their families to design programs that are suitable for students to achieve either their QCE or QCIA. Depending on the student cohort students may be invited to study: ASDAN program, Short Course in Literacy and or Short Course in Numeracy or an individualised Literacy and Numeracy program. Information on these programs is included below.

The Queensland Certificate of Individual Achievement (QCIA) is a certificate for select students in the school. For any eligible students this will be discussed with you in conjunction with an Inclusion Teacher and the Deputy Principal, Inclusion and Differentiation.

QCIA Eligibility

Students eligible for a QCIA pathway should have a history of completing an individual learning program throughout their secondary schooling. Discussions about a QCIA learning pathway must begin before a student starts senior secondary schooling, as part of the senior education and training (SET) Plan process. A collaborative approach involving school staff, parents/carers and the student is needed to determine whether a QCIA pathway is in the student's best interest. Schools are required to keep documentation about these decisions for the required duration as outlined in Section 13.3.5: Managing student data.

Individual learning programs

An individual learning program:

• is developed for students who have disability, as defined in Queensland's *Disability Discrimination Act 1992*, that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors

• is a school-developed program of study using curriculum organisers, learning focuses and learning goals from the *Guideline for individual learning* (GIL)

• is recorded in a QCIA curriculum plan developed using the software application QCIA Curriculum plan builder, accessed via the QCAA Portal

• does not contribute credit to the Queensland Certificate of Education (QCE)

• cannot duplicate learning in any areas of study contributing credit to the QCE, e.g. learning from General, Applied or Short Course syllabuses, or vocational education and training (VET) courses.

ASDAN

The Personal Development Programs offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. The Silver and Gold Awards provide one credit each towards the Queensland Certificate of Education.

- Six credits are needed to achieve Bronze (approx. 60 hours)
    - Up to three credits may be included from Short Course Awards
- Twelve credits are needed to achieve Silver (approx. 120 hours)
    - Six of these credits may come from the achievement of the Bronze Award
    - Up to three credits may be included from Short Course Awards
- Twelve credits are needed to achieve Gold (approx. 120 hours)
    - Six of these credits may come from the achievement of the Silver Award
    - Up to three credits may be included from Short Course Awards

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 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

General syllabuses

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

Applied 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 (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.

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
- 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 digital literacy.

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 digital literacy.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five scaled 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 C 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.

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

How are ATARs calculated?

The ATAR is calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. If a student of a given ability studies an easier Mathematics subject they might get a 90/100. But if the same student studied a harder Mathematics subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR. Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Fitness and a Certificate III in Business will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III. It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.

How do I access my ATAR?

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

For further information concerning ATARs, please go to the website of the **Queensland Tertiary Admission Centre** (QTAC): https://www.qtac.edu.au/atar-my-path/atar

QCE Eligibility

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Vocational Education and Training (VET)

What is VET?

Vocational education and training (VET) links hands-on learning with theoretical understanding. to prepare students for employment. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

Why does VET exist?

VET develops the skills that students need to gain qualifications to participate in a wide range of employment opportunities. VET qualifications are recognised by employers Australia wide across all industries. VET can take place at school, at a Registered Training Organisation such as TAFE, or in the workplace within a traineeship or apprenticeship.

Kenmore State High School is registered for the delivery of VET courses (RTO Code 30071) under ASQA's jurisdiction and must meet the requirements of the VET Quality Framework (VQF).

Scope of Registration

Kenmore State High School RTO 30071

Qualification	Qualification Description	Registered Training Organisation
FSK20119	Certificate II in Skills for Work and Vocational Pathways	Kenmore SHS RTO 30071
SIT10122	Certificate I in Hospitality	Kenmore SHS RTO 30071
FNS20120	Certificate II in Financial Services	Kenmore SHS RTO 30071

External Training Providers

Qualification	Qualification Description	Registered Training Organisation
CPC10120	Certificate I in Construction	Adapt Education (trading as My Industry Training) RTO 32452
SIT30622	Certificate III in Hospitality	Blueprint Career Development RTO 30978
SIS20321	Certificate II in Sports Coaching	College of Sports & Fitness RTO 91345
AHC20422	Certificate II in Horticulture	CSTC RTO 0699
AUR20720	Certificate II in Automotive Vocational Preparation	Tactile Learning Centre RTO 30922
MEM20422	Certificate II in Engineering Pathways	Adapt Education (trading as My Industry Training) RTO 32452
SIT20122	Certificate II in Tourism	Career Training Institute of Australia RTO 6517
SIS20321 SIS30321	Certificate II in Sports Coaching Certificate III in Fitness	Adapt Education (trading as My Industry Training) RTO 32452
CHC30121	Certificate III in Early Childhood & Care	Cairns Training Academy RTO 30857
BSB30120	Certificate III in Business	Binnacle Training College RTO 31319

Incompatible VET Course/Subject Combinations

Certain VET course and subject combinations are incompatible because there is significant overlap in the course content and therefore students are unable to gain credit for both courses. Students should only select 1 subject/course from the following group of incompatible subjects and VET Certificates.

- Certificate II in Sports Coaching/III in Fitness (VET subject), Certificate II in Sports Coaching (VOC) and Sport and Recreation (Applied subject) are incompatible.
- Certificate II/III in Hospitality (VET subject), Certificate I in Hospitality (VOC), Certificate II in Tourism (VOC) and Hospitality Practices (Applied subject) are all incompatible.
- Engineering Skills and Furnishing Skills (Applied subjects) are incompatible with Certificate II in Engineering Skills (VOC), but Engineering Skills and Furnishing Skills subjects may be studied concurrently.

The VET programs offered by this School can lead to a nationally recognised Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate / Statement of Attainment will be recognised in all eight States / Territories of Australia. There are 12 different types of qualification you can obtain. They are shown in the diagram below.

AQF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector (eg TAFE, Private RTOs)	Higher Education Sector (eg Universities)
	Advanced Diploma Diploma	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma
Senior Secondary Certificate of Education Certificate I Certificate II	Certificate IV Certificate III Certificate II Certificate I	

At Kenmore State High School, the focus of training not only covers the vocational training requirements but also assists a student to develop the personal qualities of independence, initiative and self-determination which will benefit them in employment and life.

School-Based Apprenticeships & Traineeships

Students in Year 10, 11 or 12 are able to take part in a School-Based Apprenticeship or Traineeship while completing their Senior Phase of Learning.

The School-based Apprenticeship & Traineeship (also known as a SAT) allows a student to complete all or part of a traineeship or apprenticeship while continuing as a student at school and gaining a Queensland Certificate of Education (QCE). The student is considered an employee while in the work place, and is paid a wage in accordance with the payment set for that industry.

The student will attend the workplace for a period of time, usually between eight and twelve hours per week. This may represent one day a week, with weekend work, some evening or some work during the school term, with extra work during school vacations. The training aspect of the program may be done on-the-job, as a second day at TAFE or College or in a block of time during school holidays.

The traineeship/apprenticeship is formalised through the signing of a training agreement. This is a legal document, and so should be carefully considered before signing. Flexible Timetable arrangements can then be negotiated by students dropping a subject to accommodate the work and training required. Successful completion of a Qualification can contribute between 4-8 credit points towards a student's QCE.

For more information on Qualifications that are supported through school based training visit the Apprenticeships Info website at http://apprenticeshipsinfo.qld.gov.au/school-based/index.html or by contacting the school's Head of Pathways and Transitions. Information on school-based apprenticeships and traineeship vacancies can be found on the Future Connections virtual noticeboard which senior students and parents have access to through the student intranet and the school website.

External Course Offerings

Students may wish to broaden their knowledge by working towards a qualification that is directly linked to their chosen career, through the TAFE in Schools program. Students can study a range of Certificate I & II Courses that lead to a Workforce Pathway, Certificate III Courses (Full Fee) or Accelerated Courses (Diploma Level and VET Fee-Help).

Enrolments for the TAFE in Schools Courses take place in Semester 2, Year 10 for the following year. Students attend TAFE one day per week throughout Years 11 and 12. They must be committed to completing the course and also be prepared to pay tuition and material costs and organise their own transport to and from TAFE.

Flexible timetable arrangements can then be negotiated by students dropping a subject to accommodate the training required. Successful completion of a Qualification may contribute between 4-8 credits towards a student's QCE. Minimum requirements by some of the TAFE campuses require students to have a pass in year 10 English and Maths.

VETiS Funding and VET Course Costs

Vocational Education and Training in Schools (**VETiS**) **is** a program that enables students to gain nationally recognised qualifications while at school. Students undertaking **VETiS**, **funded** by the **VET** Investment budget, can complete one VETiS qualification listed on the **Priority Skills List** (in Years 10, 11 and 12).

Students planning to complete more than one VET course (including school subjects and Year 10-11 Vocational Education Studies) may be required to pay a fee for the second course as VETiS funding is only available for one Certificate I or II course. It is best to use VETiS funding for the more expensive course and enrol in the cheaper course as a fee for service student. Certificate III and IV courses are not VETiS funded so these will incur a fee. Fees are included on the individual subject/course pages. Students in this situation should speak to the Head of Pathways and Transitions during SET Planning, about the most suitable funding arrangements for their particular circumstances. **Individual families are responsible for their own applications for VETiS funding, through the RTO providing the course. Once used, VETiS funding will not be available for any other VET Certificate courses.**

VET Online Services Consent – collected through the QParents app

Our school uses tools and resources to support learning, including third party (non-departmental) online services hosted and managed outside of the Department of Education network.

Online services, including websites, web applications, and mobile applications, are delivered over the internet or require internet connectivity. Examples may include interactive learning sites and games, online collaboration and communication tools, web-based publishing and design tools, learning management systems, and file storage and collaboration services.

Parents are required to provide consent for their student to access VET course online services provided by external RTOs. Consent must be given for each and every VET course that a student will be completing during Years 10-12. This includes VET certificate courses that students complete as one of their six subjects, VOC Ed, First Aid, TAFE, traineeships and apprenticeships. Student information will only be shared with an RTO delivering a course(s) that a student is studying and only after parent consent has been provided.

Please be aware that it is not possible for a student to study a VET course with an external RTO, without providing this consent. If you do not wish to provide this consent, the student must select alternative courses or subjects that do not require online consent. Suitable alternatives that do not require VET Online Services Consent includes all general and applied subjects and VET courses on the Kenmore SHS scope of registration.

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. This includes three internal and one external exam 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.

General (Extension) syllabuses

Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

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 (Extension) 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%.

Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

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

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

General (Senior External Examination) syllabuses

Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

The Senior External Examination is for:

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

From the Guidance Officers

The Senior School: Years 10, 11, and 12

More than any other time in your many years of education, it is the time that you spend in the Senior School that is arguably the most important. This time must be purposeful. The outcomes that you achieve from this period of your education must help you make the transition from school to the next phase of your life. The subjects that you study will be carefully selected; and must constructively lead to outcomes that will ensure you have two things when you leave school: choice and a pathway that helps you towards your goals. Your efforts and the care you take in selecting subjects will help this process.

It should also be noted that education in the Senior School is about developing habits and life skills that will also help you towards success. These have to include attendance, engagement, communication skills, respect for others, and the capacity to seek help if you experience difficulty. You need these skills for university, employment, TAFE, traineeships, apprenticeships, and life in general. The school's Guidance Officers will be available at your SET Plan meetings, school subject selection and information sessions, and by appointment through the office if you need help or further information. When selecting subjects consider:

Previous Achievements: What subjects have you done well in? It is likely that you will continue to do well in these areas.

Subjects You Enjoy: You are far more likely to engage in and do well at subjects you like.

Pre-Requisites for University or Tertiary Courses: Research the courses you might like to undertake after you leave school. Start to think about this in Year 10. Do these pathways or courses have subjects you must study in Years 11 and 12? If so, they need to be a part of your program.

Important: Year 11 and Year 12 is not the time to just try a subject or give a subject a go. For example, it is not productive to study a subject you will really struggle to pass just because it is a university pre-requisite. You need to be able to have success in your subjects.

Study Habits: Year 10 is the time to get your study habits right; before Years 11 and 12. Have a study routine. Balance your life appropriately. Work with your parents and family reference this.

The Education System: Know about the ATAR system and the requirements of a Queensland Certificate of Education. This information will be explained at SET Plans, subject selection presentations, and general information sessions. If you don't know, read this handbook or ask.

Be A Help Seeker: Find out where the information you need is and where you can access support and help. Make an appointment with the Guidance Officers if you are at all unsure.

Remember: There are lots of pathways and career choice options. They include:

- University
- TAFE
- Work and Employment
- Traineeships
- Apprenticeships

Your time in the Senior School will help you achieve these goals. Remember: if you have any questions, make a Guidance appointment.

Ms A Daniels (Years 10 and 11) adani10@eq.edu.au
Mr A Lutz (Year 12) alutz2@eq.edu.au

Kenmore Subject Offerings Year 10, 11 & 12

Mathematics

YEAR 10

- Mathematics
- Mathematics Extension
- Specialist Mathematics

YEAR 11 & 12

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

English

YEAR 10

- English
- English Extension

YEAR 11 & 12

General

- English
- Literature

Applied

- Essential English

Humanities

YEAR 10

- Ancient History
- Accounting
- Business
- Business Enterprise Global
- Economics
- Geography
- Modern History
- Philosophy & Reason
- Legal Studies

YEAR 11 & 12

General

- Accounting
- Business
- Ancient History
- Geography
- Modern History
- Philosophy & Reason
- Legal Studies

Applied

- Social & Community Studies

Certificate Courses

- Cert III in Business, Stand Alone VET BSB30120

Science

YEAR 10

- German Immersion Science
- General Science
- Biology
- Chemistry
- Engineering
- Physics
- Psychology

YEAR 11 & 12

General

- Biology
- Chemistry
- Engineering
- Physics
- Psychology

Applied

- Science in Practice

Technologies

YEAR 10

- Design
- Digital Solutions
- Fashion
- Food & Nutrition
- Industrial Skills

YEAR 11 & 12

General

- Design
- Digital Solutions
- Food & Nutrition

Applied

- Fashion
- Engineering Skills
- Furnishing Skills
- Hospitality Practices

Certificate Courses

- Cert III in Hospitality, Stand Alone VET SIT30622
- Cert III in Early Childhood Education and Care, Stand Alone VET CHC30121

Health and Physical Education

YEAR 10

- Health
- Health & Physical Education
- Physical Education
- Football A & B

YEAR 11 & 12

General

- Health
- Physical Education

Applied

- Sport & Recreation

Certificate Course

- Cert III in Fitness, Stand Alone VET SIS30321 (includes Cert II in Sports Coaching - SIS20321)

Performing Arts

YEAR 10

- Dance A & B
- Drama A & B
- Music A – Popular Contemporary Music
- Music Extension A & B

YEAR 11 & 12

General

- Dance
- Drama
- Music
- Music Extension

Visual Art & Media

YEAR 10

- Creative Industries A – Photographic Imagery & Design
- Creative Industries B – Creative Design

Film & Television A – Movie Special Effects

Film & Television B – Sports, News & Travel Journalism

- Visual Art A - 2 Dimensional Art
- Visual Art B - 3 Dimensional Art

YEAR 11 & 12

General

- Film, Television & New Media
- Visual Art Applied

Languages

YEAR 10

- German
- Immersion German
- Japanese

YEAR 11 & 12

General

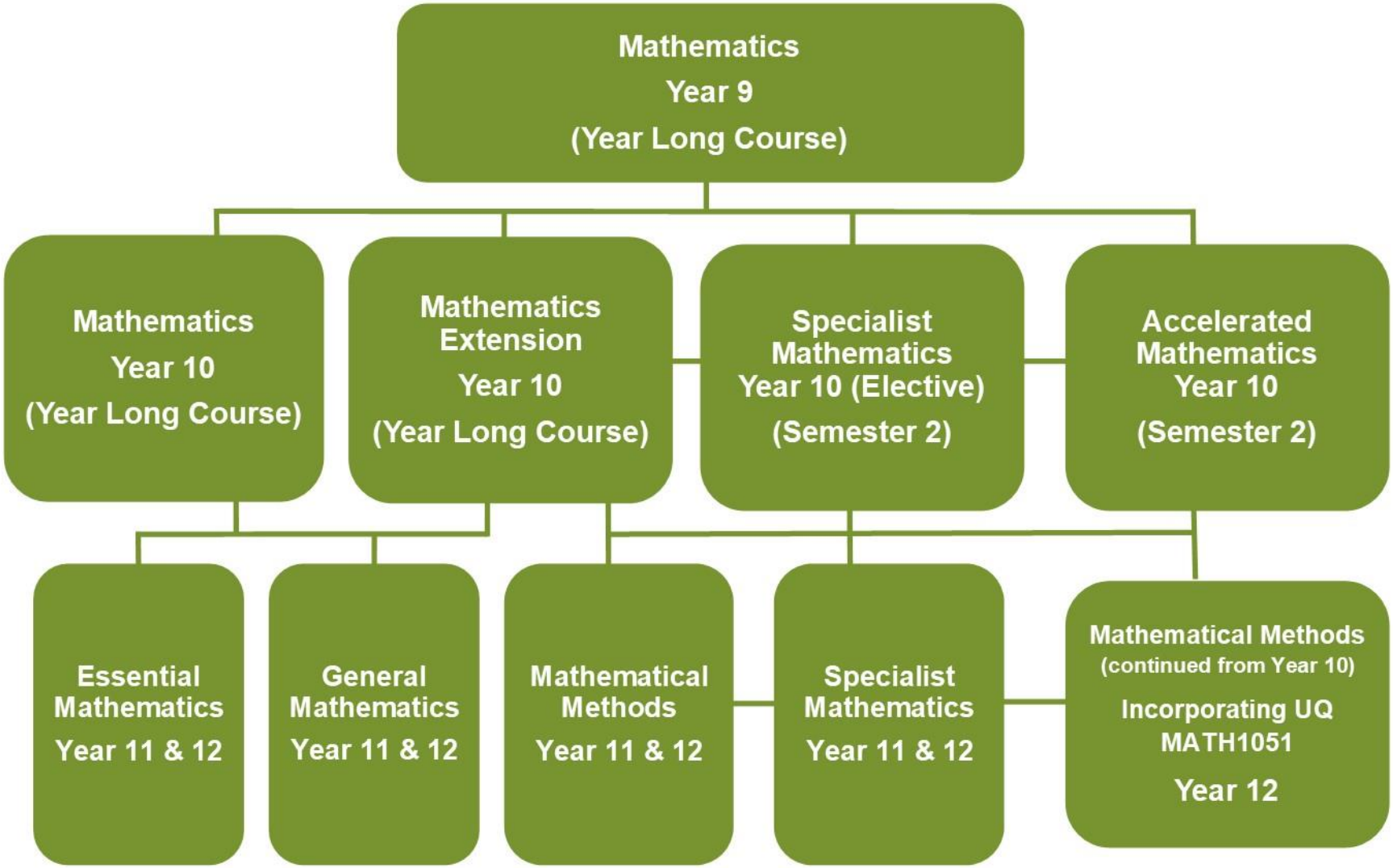
- German
- German Extension
- Japanese

Vocational Education Studies (VOC)

Commences Term 4, Year 10 and finishes Term 3 Year 11

Certificate Courses

- Certificate I in Construction, Stand Alone VET CPC10120
- Certificate II in Engineering Pathways
  Stand Alone VET MEM20422
- Certificate II in Tourism
  Stand Alone VET SIT20122
- Certificate II in Automotive Vocational Preparation
  Stand Alone VET AUR20720
- Certificate II in Horticulture
  Stand Alone VET AHC20422
- Certificate II in Sports Coaching
  Stand Alone VET SIS20321 &
  Certificate III in Sports Coaching
  Stand Alone VET SIS30521
- Certificate II in Financial Services
  Stand Alone VET FNS20120
- Certificate I in Hospitality
  Stand Alone VET SIT10222
- Certificate II in Skills for Work & Vocational Pathways
  Stand Alone VET FSK20119



Mathematics Head of Department – Ms Jo Paratore

jmpar2@eq.edu.au

Essential Mathematics

Applied senior subject

Applied

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete *four* summative assessments. 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 — short response

General Mathematics

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Mathematical Methods

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="4">Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td><td>Summative internal assessment 3 (IA3):
• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Specialist Mathematics

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination — short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
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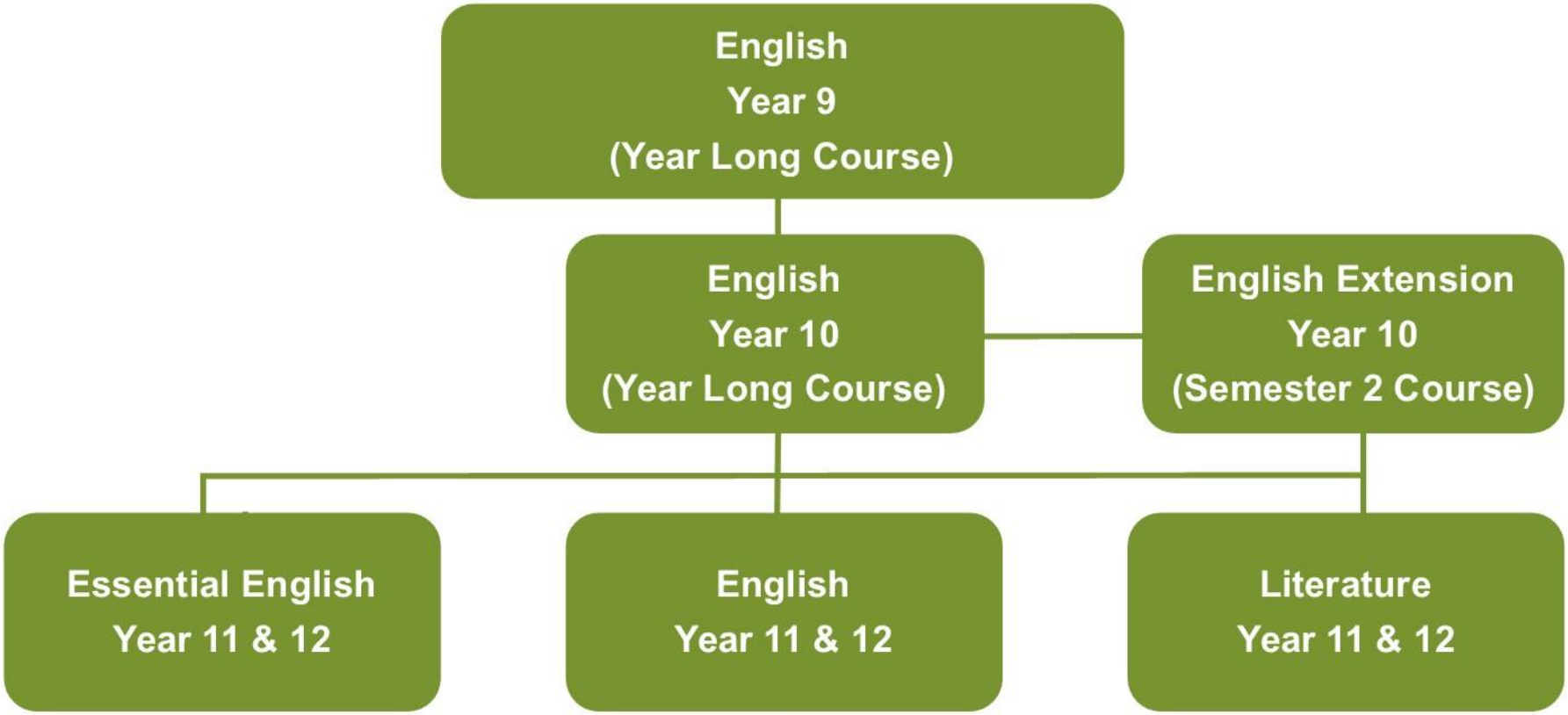

English Head of Department – Ms Michelle Wilson

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English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

Literature

General senior subject

General

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

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Imaginative response	25%
Summative internal assessment 2 (IA2): • Imaginative response	25%	Summative external assessment (EA): • Examination — extended response	25%

Essential English

Applied senior subject

Applied

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

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

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating 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

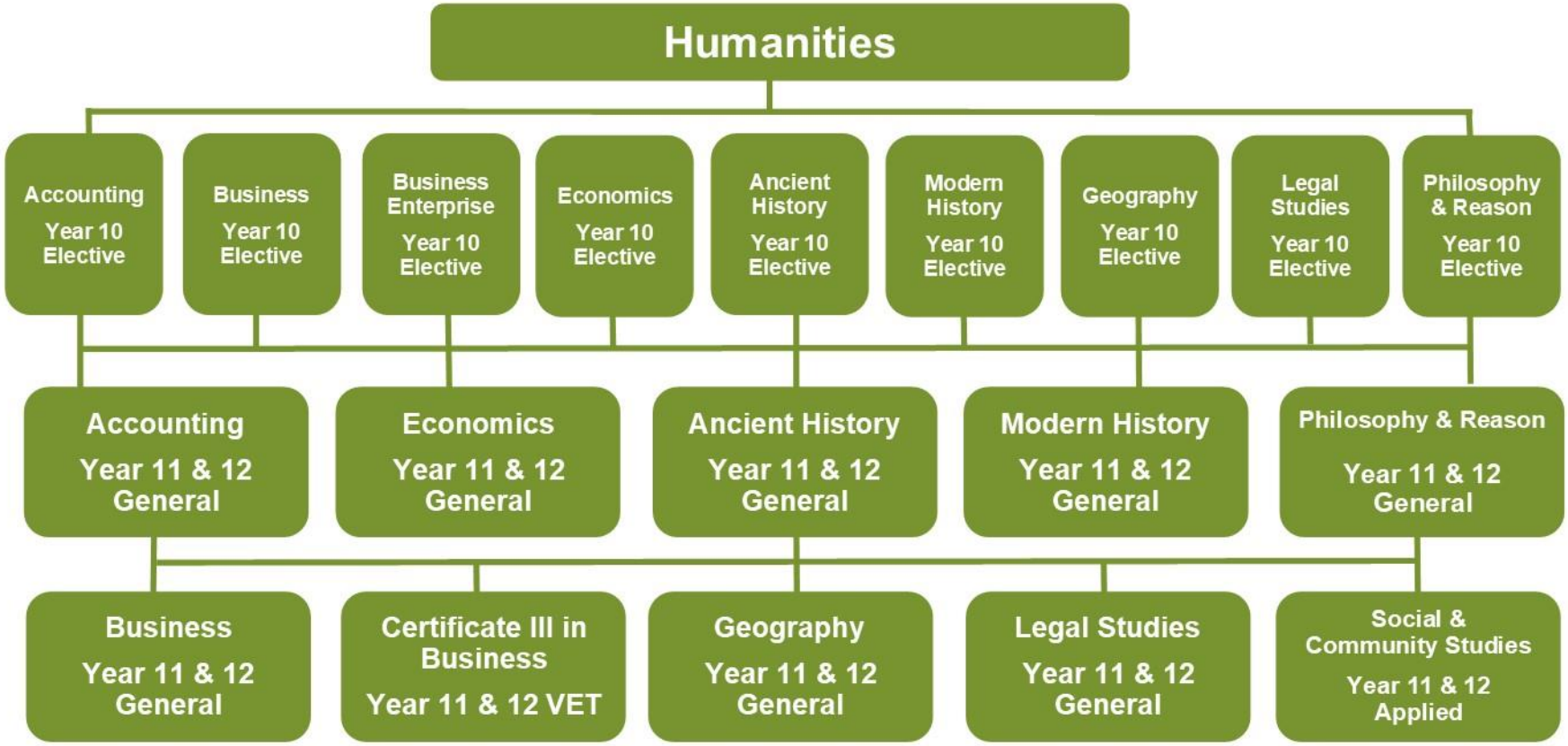
Assessment

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): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response



Humanities Head of Department – Mr Troy Wheeler

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Accounting

General senior subject

General

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting • Introduction to accounting • Accounting for today's businesses	**Financial reporting** • End-of-period reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History

General senior subject

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	**Personalities in their time** • Personality from the Ancient World 1 • Personality from the Ancient World 2	**Reconstructing the Ancient World** Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	**People, power and authority** Schools select one of the following historical periods to study in this unit: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.

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

Business

General senior subject

General

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

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

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

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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): • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Geography

General senior subject

General

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

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Data report	25%
Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies

General senior subject

General

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History

General senior subject

General

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

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Schools select two of the following topics to study in this unit: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai)	**Movements in the Modern World** Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • African-American civil rights movement since 1954 (judgment	**National experiences in the Modern World** Schools select two of the following topics to study in this unit: • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	**International experiences in the Modern World** Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working Group on

Unit 1	Unit 2	Unit 3	Unit 4
• Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins) • Alternative topic for Unit 1.	in Brown v. Board of Education delivered) • Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) • Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins) • Alternative topic for Unit 2.		Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.

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

Philosophy & Reason

General senior subject

General

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories and views
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason • Fundamentals of reason	**Reason in philosophy** • Philosophy of religion • Philosophy of science • Philosophy of mind	**Moral philosophy and schools of thought** • Moral philosophy • Philosophical schools of thought	**Social and political philosophy** • Rights • Political philosophy

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 — extended response	25%	Summative internal assessment 3 (IA3): • Analytical essay	25%
Summative internal assessment 2 (IA2): • Analytical essay	25%	Summative external assessment (EA): • Examination — extended response	25%

Social & Community Studies

Applied senior subject

Applied

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

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

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

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

Structure

Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Certificate III in Business BSB30120

Binnacle Training Academy RTO Code 31319

Stand Alone VET Certificate Course

11/12

VET Certificate

Overview

Business is a two-year stand-alone VET subject, offered in Years 11 and 12. It gives students National industry recognition and does contribute 8 QCE credits upon successful completion of the certificate. Students complete the competencies whilst participating in a business venture.

Objectives

The area of Business is a strong area for employment. Students develop key enterprise skills – including leadership and innovation, customer service, personal management and financial literacy – through project-based learning. Students studying this course will gain concrete skills for practical application in the workforce. Successful completion of the course can provide a pathway to higher level studies such as diploma and degree level recognised qualification. Certificate III is a nationally recognised qualification.

Course Structure

The **Certificate III in Business BSB30120** consists of thirteen (13) units of competency including 6 core unit and 7 elective units. There are also two (2) optional additional units of competency.

Term	Topics Covered	Competencies Covered
1	Introduction to the Business Services Industry; Introduction to Entrepreneurship and Business; Introduction to Personal Finances; Introduction to Tourism Projects: Research Business Topics	UNITS OF COMPETENCY **BSBPEF201**: Support personal wellbeing in the workplace **BSBXTW301**: Work in a team **BSBPEF301**: Organise personal work priorities **BSBCRT311**: Apply critical thinking skills in a team environment **FNSFLT311**: Develop and apply knowledge of personal finances **BSBTEC301**: Design and produce business documents **BSBWHS311**: Assist with maintaining workplace safety **BSBWRT311**: Write simple documents **BSBSUS211**: Participate in sustainable work practices **BSBTEC201**: Use business software applications **BSBXCM301**: Engage in workplace communication **BSBTEC203**: Research using the internet **BSBTWK301**: Use inclusive work practices OPTIONAL UNITS OF COMPETENCY **BSBCMM411**: Make presentations **BSBPEF402**: Develop personal work priorities
2	Research Topics and Create a Group Presentation Project: Group Presentation	
3	Workplace Health and Safety; Participate in Sustainable Work Practices Project: WHS Processes at the 'Go! Regional' Travel Expo.	
4	Develop and Apply Knowledge of Personal Finances Project: Personal Budget for the Future	
5	Inclusive workplace practices; Engage in Workplace Communication. Projects: Inclusivity and Communication in the Workplace	
6	Work in a Team; Critical Thinking Skills Project: Critical Thinking at Go! Travel.	
7	Designing and Producing Business Documents; Producing Simple Documents Project: Binnacle Boss – Business Proposal	

Assessment

Participants will be required to successfully complete a series of assessment tasks in an online platform. This series of tasks builds to complete a specific project each term.

Cost

Students who take part in this course will be required to pay fees for the course provided by the External RTO. The approximate cost is $300.

Work Placement

This course does not include work placement.

Special Requirements

Students should have a year 9 level of literacy and numeracy and be at least 15 years of age. **A Language, Literacy & 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. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Pathways

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (including Certificate IV, Diploma and Bachelor of Business).

Graduates will be able to use their Certificate III in Business

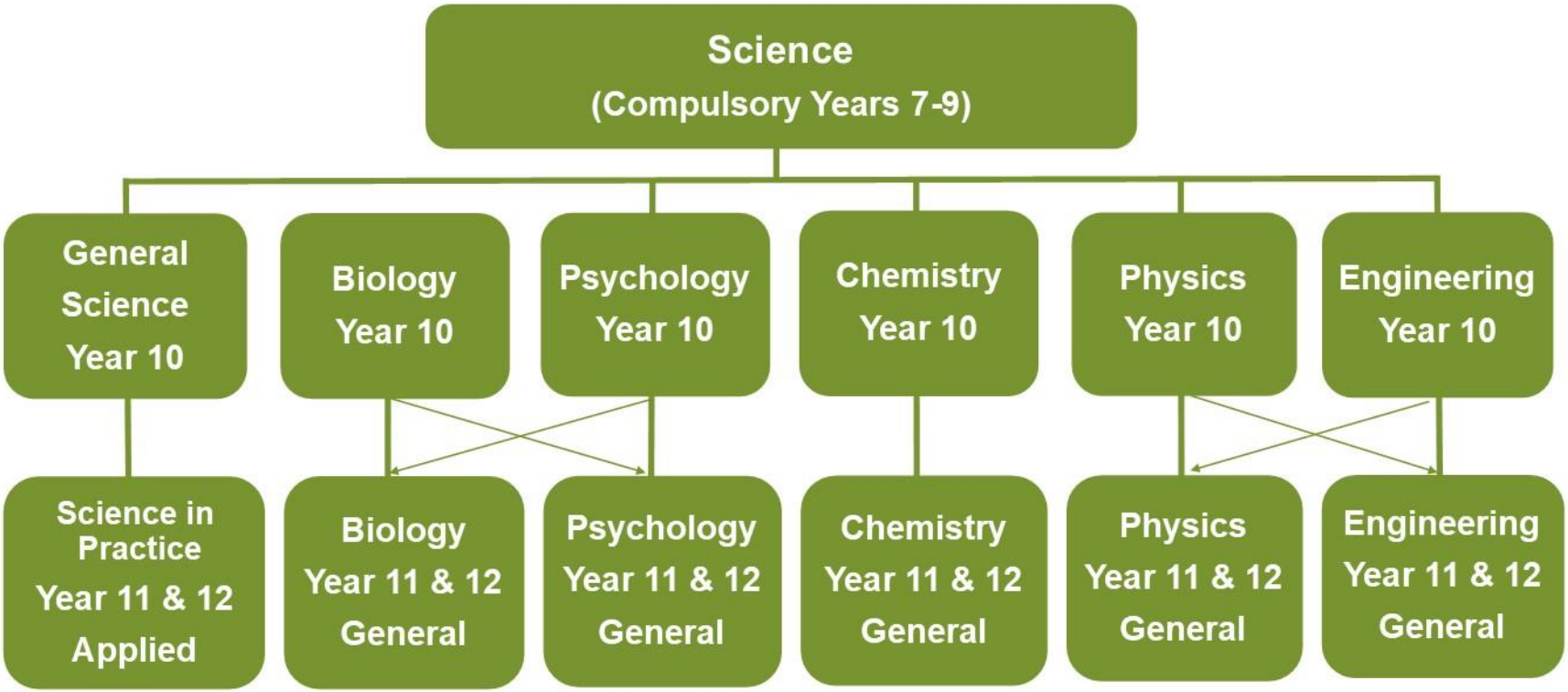
- as an entry level qualification into the Business Services Industries (such as customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (such as Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance

For example:
Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (the delivery of training and assessment).

To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.

Course Information current as at 19th June 2024



Science Head of Department – Ms Leisha Richardson

lxric5@eq.edu.au

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

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).

Summative assessments

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

Engineering

General senior subject

General

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

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

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Physics

General senior subject

General

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	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).

Summative assessments

<table>
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<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Psychology

General senior subject

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination — combination response</td></tr>
</table>

Science in Practice

Applied senior subject

Applied

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

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

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

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

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

Structure

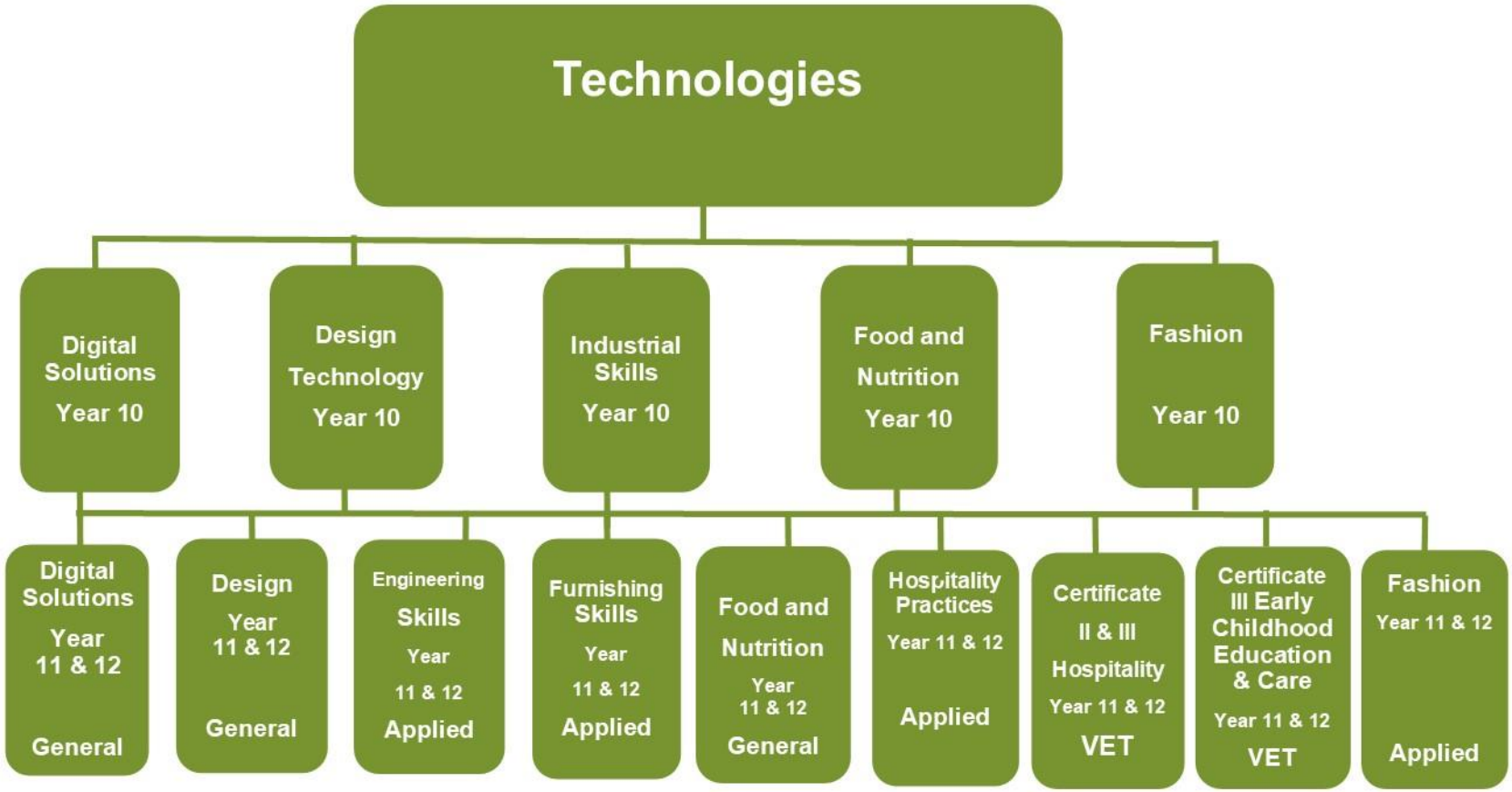
Science in Practice is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study. The options being offered include.

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Forensic science
Unit option C	Disease
Unit option D	Sustainability

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



Technologies Head of Department – Mr Daniel Robins

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Design

General senior subject

General

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%

Digital Solutions

General senior subject

General

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

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

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

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

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Food & Nutrition

General senior subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food & Nutrition solution	25%	Summative external assessment (EA): • Examination — combination response	25%

Engineering Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.

Structure

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

Unit option	Unit title
Unit option A	Fitting and machining
Unit option B	Welding and fabrication
Unit option C	Sheet metal working
Unit option D	Production in the structural engineering industry
Unit option E	Production in the transport engineering industry
Unit option F	Production in the manufacturing engineering industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Engineering Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Fashion

Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to 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 Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

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

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

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	**Fashion product** Product: fashion garment/s **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	**Unit-specific product** Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Furnishing Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Structure

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

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Hospitality Practices

Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. 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. 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.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to 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 Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

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. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Certificate III in Hospitality SIT30622

(Blueprint Career Development RTO Code 30978)

Stand Alone VET Certificate Course

11/12

VET Certificate

Objectives

Hospitality is a growth area for employment and Certificate II and Certificate III provides students with as a nationally recognised qualification. Students may use this qualification to obtain employment in the hospitality industry or to further their education. Students undertaking apprenticeships in hospitality may be granted credit transfer for some units completed in Certificate III in Hospitality.

Certificate II and Certificate III in Hospitality is a two-year standalone VET subject offered in Years 11 and 12. It gives students National Industry recognition and contributes 8 QCE credits. The course is delivered by Kenmore State High School teachers, with Blueprint Career Development responsible as the issuing Registered Training Organisation.

Structure

The course includes a total of 20 units that are required for both qualifications. There are a total nine Core Units as well as one compulsory Group A Elective. Another ten electives will be selected in collaboration with the trainer, teachers and students.

Core Units		**Group A Elective**	
BSBTWK201	Work effectively with others	SITXFSA005	Use hygiene practices for food safety
		Other Electives	
SITHIND006	Source and use information on the Hospitality industry	SITHGAM022	Provide responsible gambling services
SITHIND008	Work effectively in the hospitality service	SITHFAB021	Provide responsible service of alcohol
SITXCOM007	Show social and cultural sensitivity	BSBCMM211	Apply communication skills
SITXCCS014	Provide service customers	SITHCCC025	Prepare and present sandwiches
		SITHCCC028	Prepare and present appetisers and salads
SITXWHS005	Participate in safe work practices	SITHFAB024	Prepare and serve non-alcohol beverages
SITXHRM007	Coach others in job skills	SITHFAB025	Prepare and serve espresso coffee
SITHIND007	Use hospitality skills effectively	SITHFAB027	Serve food and beverage
SITXCCS011	Interact with customers	SITXCCS010	Provide visitor information

Learning Experiences include:

- Excursions to hospitality venues and working in commercial kitchens
- Participation in food production each week, and catering and serving at internal and external functions

Assessment

- Hospitality students will be assessed by a variety of techniques:
- Completion of practical units and Completion of Core Units through theory tests and assignments
- Successful participation in practical and team work events, including school functions.
- Students must be willing to actively participate in all aspects of the work.

Cost

If eligible for VETiS (VETiS has not already been allocated to another course), the cost for the Certificate II in Hospitality component of the course will be nil and the cost for the Certificate III qualification will be $840. **Total course cost = $840.**

If VETiS funding is not available, the cost for the Certificate II in Hospitality component of the course will be $1260 and the cost for the Certificate III qualification will be $840. **Total = $2100.**

All students will be required to pay the $840 upon the commencement of the Certificate III component in Year 12.

Work Placement

Students need to complete **36 X 4 hour shifts in the Hospitality Industry**.

Special Requirements

- This course is incompatible with the Vocational Education Studies courses – Certificate I in Hospitality and Certificate II in Tourism due to considerable overlap in course content.
- It is preferred that students entering this subject must commence this subject at the beginning of Year 11
- Be prepared to participate in practical food production lessons each week by bringing own ingredients, tea towel and container.
- Have a serious commitment to the Hospitality industry and a strong work ethos
- Participate in 12 service mandatory shifts at work or placement in industry

Attaining a Certificate I or II

- If students do not complete the electives or practical component successfully, it is possible to receive a Certificate I or II in Hospitality providing the core units are completed successfully.
- Risk Assessment guidelines are to be practiced and closely adhered to by every student. ***Failure to comply will result in exclusion from part of the practical lesson.***

Pathways

It is envisaged that students undertaking this subject will engage in work in the rapidly expanding area of hospitality in Australia and overseas. They may work casually in the hospitality industry such as waiting and bar work whilst studying at university. This course may also lead to an apprenticeship where many scholarships are available for chefs at TAFE or at Registered Training Organisation. Students may also go on to complete tertiary study in Hospitality Management at university.

Course Information current as at 24th June 2024

Certificate III in Early Childhood Education and Care CHC30121 (Cairns Training Academy RTO Code 30857)

Stand Alone VET Certificate Course

11/12

VET Certificate

Overview

Certificate III in Early Childhood Education & Care is a two-year course of study that aims at developing an understanding of the social, emotional, physical and intellectual needs of children from birth to age six years and promotes the well-being of young children. This course is delivered by Kenmore State High School teachers in partnership with Cairns Training Academy.

Objectives

This subject provides students with the opportunity to explore early childhood and gain qualifications that are nationally recognised. By successfully completing this course, the student will be equipped for entering the wonderful world of childcare.

Structure

The course is organised into 17 self-paced units over 4 semesters and all units can be accessed online by students. First aid is also included.

Core Units:

CHCECE030 Support inclusion and diversity
CHCECE031 Support Children's health, safety and well being
CHCECE032 Nurture babies and toddlers
CHCECE033 Develop positive and respectful relationships with children
CHCECE034 Use an approved learning framework to guide practice
CHCECE035 Support the holistic learning and development of children
CHCECE036 Provide experiences to support children's play and learning
CHCECE037 Support children to connect with the natural environment
CHCECE038 Observe children to inform practice
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander people culture
CHCECE055 Meet legal and ethical obligations in children's education and Care
CHCECE056 Work effectively in children's education and care
CHCPRT001 Identify and report children and young people at risk
HLTAID012 Provide an emergency first aid response in an education and care setting
HLTWHS001 Participate in work health and safety
HLTFSE001 Follow basic food safety practices
CHCPRP003 Reflect on and improve own professional practice

Assessment

Early Childhood students will be assessed by a variety of techniques:

- Workplace assessments with Log book Compilation recorded in their **Student Record Book**.
- Extended writing
- Oral reports
- Industry placement and produce a folio of resources

Cost

The course is administered by Cairns Training Academy, an external RTO at a cost of approximately $940.

Work Placement

This subject involves mandatory industry placements in local childcare centres where students obtain first-hand experience in early childhood development and interaction. This experience provides the link between "in class" learning and the acquisition of key competencies necessary for work in childcare settings. Students are required to complete a minimum of 160 hours of work placement and assessment to obtain a complete certificate III over the two years of the course.

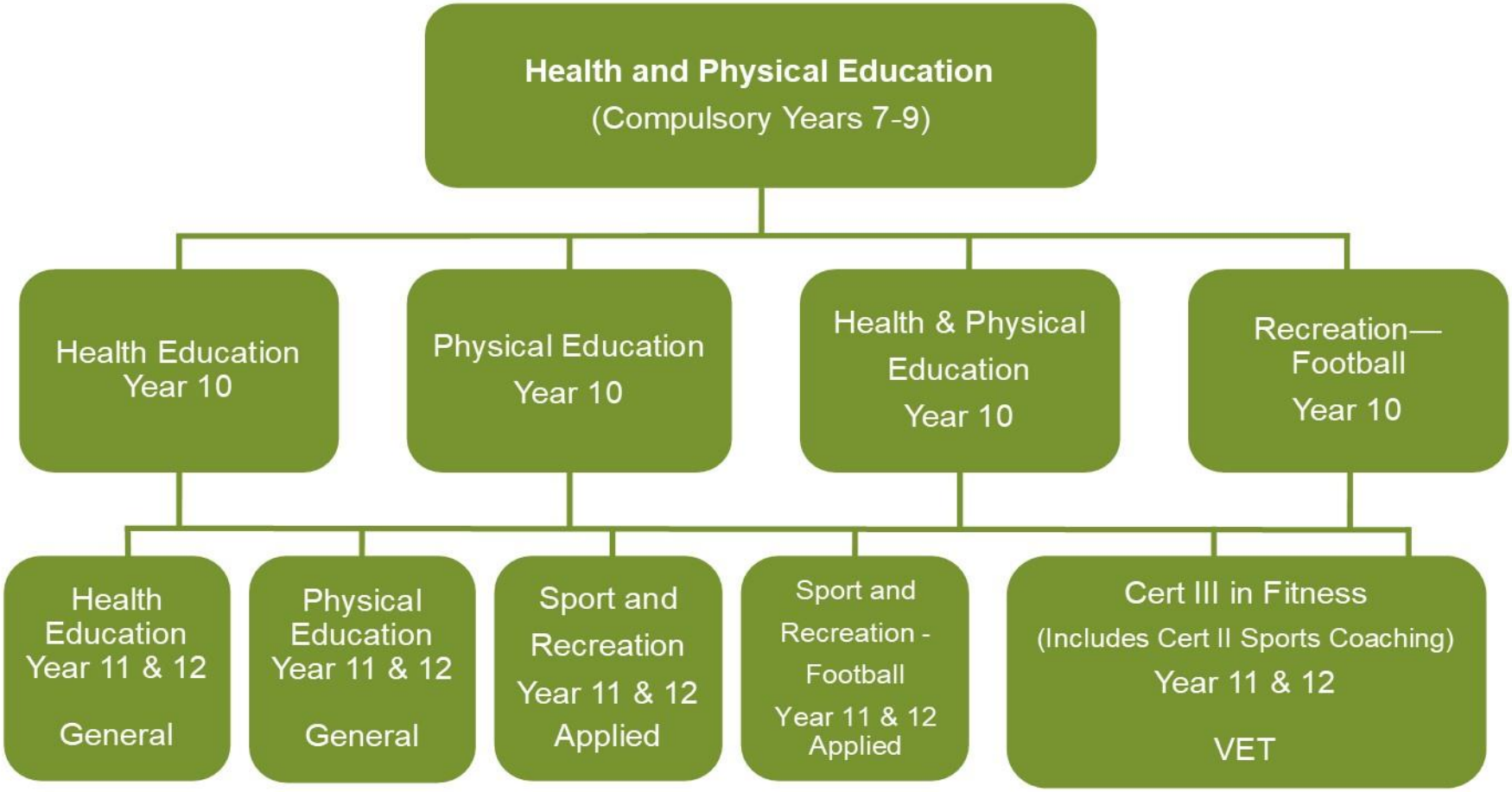
Special Requirements

- It is preferred that students commence this course at the beginning of year 11
- Have a serious commitment to childcare
- Participate in 160 hours (minimum) of work placement
- **Blue Card** - By law students who take part in this subject will be required to apply for a **Blue Card** through the Queensland Government. Students must apply for the Blue Card at the beginning of the course to allow time for processing in order to be ready for work placements at the end of term.
- **Preferred Pre-Requisites -** No pre-requisites are set for this course, but a good reading, comprehension and writing ability is vital for successful completion of this course.

Pathways

A certificate III makes students immediately employable in the childcare industry, including working in a child care centre or as a nanny. This course opens Diploma opportunities in Early Childhood. This course could be beneficial for students interested in Education roles, such as becoming an early childhood teacher.

Course Information current as at 17th June 2024



Health and Physical Education Head of Department - Mr Pat Garner

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Health

General senior subject

General

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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol and other drugs (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Transport safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Physical Education

General senior subject

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

Sport & Recreation

Applied senior subject

Applied

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

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

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

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Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation -** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan -** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation -** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Certificate III in Fitness SIS30321 + Certificate II in Sport Coaching SIS20321

11/12

VET Certificate

Adapt Education trading as My Industry RTO Code 32452

Stand Alone VET Certificate Course Certificate

Overview

This entry-level qualification is a minimum requirement to work at in the fitness industry at a gymnasium or as an exercise instructor.

This qualification reflects the role of group and gym fitness instructors. Fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. This qualification gives you the skills to work in predictable environments under general supervision.

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

Objectives

Students will learn the necessary skills and knowledge to enter the fitness/ sport industry as a confident and effective worker. On successful completion students will gain:

• Certificate III in Fitness (SIS30321)

• Certificate II in Sport Coaching (SIS20321)

• The nationally recognised First Aid competency (HLTAID011)

• Maximum 8 QCE points

Structure

As part of the dual qualification, students will be required complete 15 units of competency from the Certificate III in Fitness plus an additional 4 units of competency depending on the electives selected.

Certificate II In Sports Coaching SIS20321

Core Units

HLTAID011 Provide First Aid
SIRXWHS001Work Safely
SISSSCO002 Work in a community coaching role

Elective Units

SISSSCO001 Conduct sport coaching sessions with foundation level participants
SISXEMR001 Respond to emergency situations
HLDAID010 Provide basic emergency life support
HLTAID009 Provide cardiopulmonary resuscitation

Certificate III in Fitness SIS30321

Core Units

BSBOPS304 Deliver and monitor a service to customers
BSBPEF301 Organise personal work priorities
HHLTAID011 Provide First Aid
HLTWHS001 Participate in workplace health and safety
SISFFIT032 Complete pre-exercise screening and service orientation
SISFFIT033 Complete client fitness assessments
SISFFIT035 Plan group exercise sessions
SISFFIT036 Instruct group exercise sessions
SISFFIT040 Develop and instruct gym-based exercise programs for individual clients
SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052 Provide healthy eating information

Elective Units

SISXEMR001 Respond to emergency situations
SISXFAC002 Maintain sport, fitness and recreation facilities
HLTAID009 Provide cardiopulmonary resuscitation.
HLTAID010 Provide basic emergency life support

Duration

2 Years in curriculum time

Cost

Free for students who use VETiS funding for their SIS20321 course or $500 - if fee for service.

Assessment

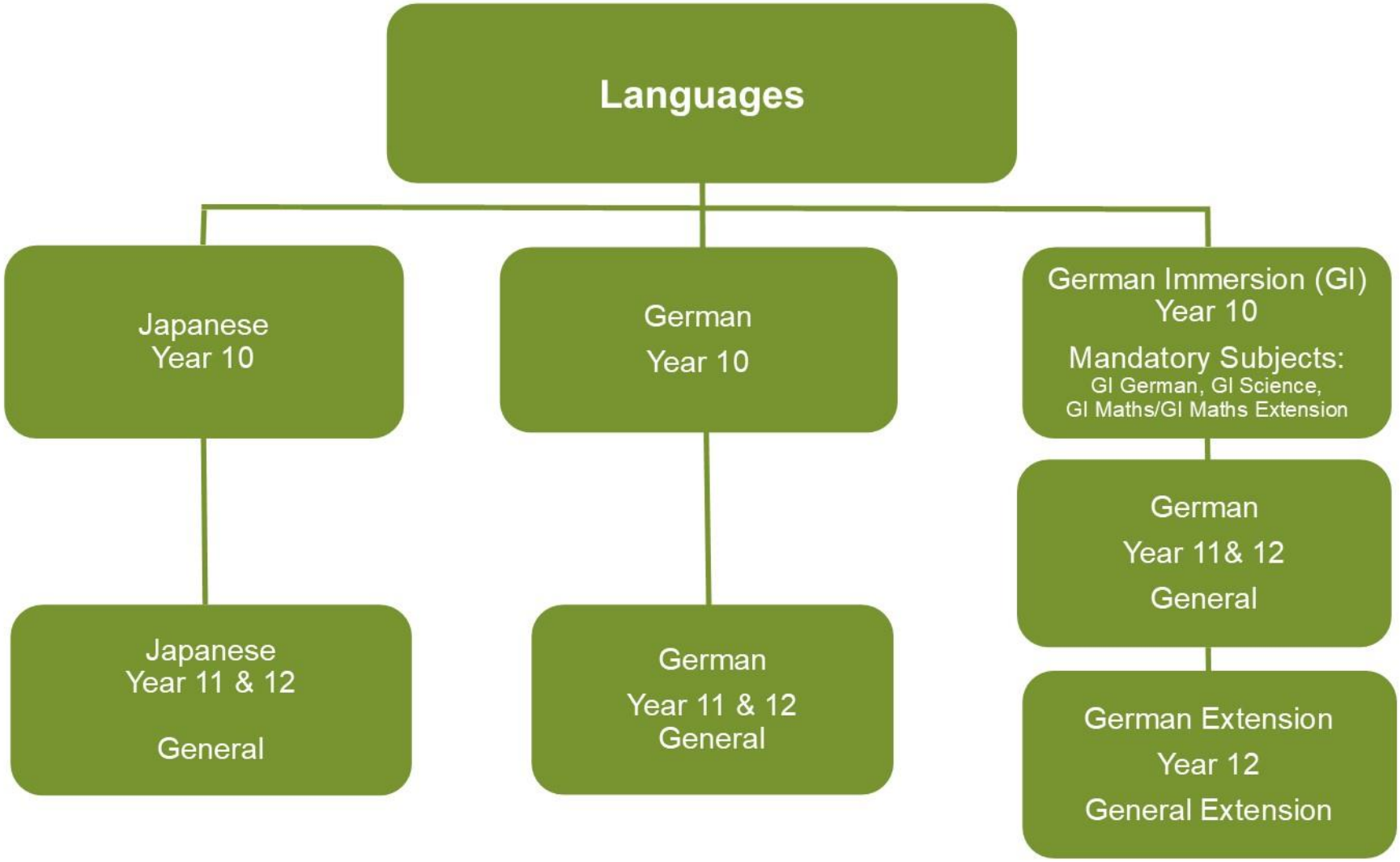
The dual qualification, Certificate III in Fitness/ Certificate II in Sport Coaching combines practical and theory work to assess the competencies.

Students will complete a combination of classroom, online learning, projects and practical experiences as part of their timetabled class. They will be exposed to a range of learning experiences and equipment in order to prepare the students for the fitness, sport and recreation industry.

Pathways

The skills and knowledge gained from the Certificate III in Fitness/ Certificate II in Sport Coaching are essential for any student seeking employment in the fitness industry. Successful completion off the dual qualification, will allow students to seek employment as a qualified fitness/ exercise instructor. You will be able to take your skills and work anywhere in Australia or move into further study to expand your options.

Course Information current as at 1st June 2024



Languages Head of Department – Chrissie Geuthner

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German

General senior subject

General

German Immersion students commence the general German subject in year 10 and complete the subject in year 11. They continue into German Extension in year 12.

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from German-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as German is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

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

Objectives

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

- comprehend German to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of German to construct meaning
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- communicate using contextually appropriate German.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt — My world • Family/carers • Peers • Education	**Unsere Welt erkunden — Exploring our world** • Travel and exploration • Social customs • German influences around the world	**Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Meine Gegenwart; meine Zukunft — My present; my future** • The present • Future choices

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

German Extension

General senior subject

General

Advanced study in an additional language, as offered in German Extension, equips students with a deeper intercultural understanding and enhanced linguistic abilities, preparing them for an increasingly globalised world.

Students use their background knowledge and skills in German in order to investigate how meaning is communicated in German texts. In doing so, they use and enhance the language acquired and developed in the General German syllabus to engage more deeply with a range of text types by creating meaning in German.

Use of German as the main medium for communication enables students to engage with creative thought and expression in German in an increasingly complex range of social and cultural contexts. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts. As students develop their analytical, creative and critical thinking in German, they reflect on their perspectives and attitudes. German Extension places students at the centre of their own learning.

In German Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of German texts. Students enhance further the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

Pathways

A course of study in German Extension can establish a basis for further education and employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

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

- apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts
- make decisions about language elements, structures and textual conventions to create or determine meaning in texts
- interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments
- create texts that communicate information and ideas in German for context, purpose, audience, tone and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Structure

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below: • literature • the arts • social sciences • media studies • innovation, science and technology • business and commerce.	**Independent investigation** The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	20%	Summative internal assessment 3 (IA3): • Investigative folio and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Japanese

General senior subject

General

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **— My world** • Family/carers • Peers • Education	私達の世界をたんけんする **— Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	私達の社会、文化とアイデンティティ**— Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 **— My present; my future** • The present • Future choices

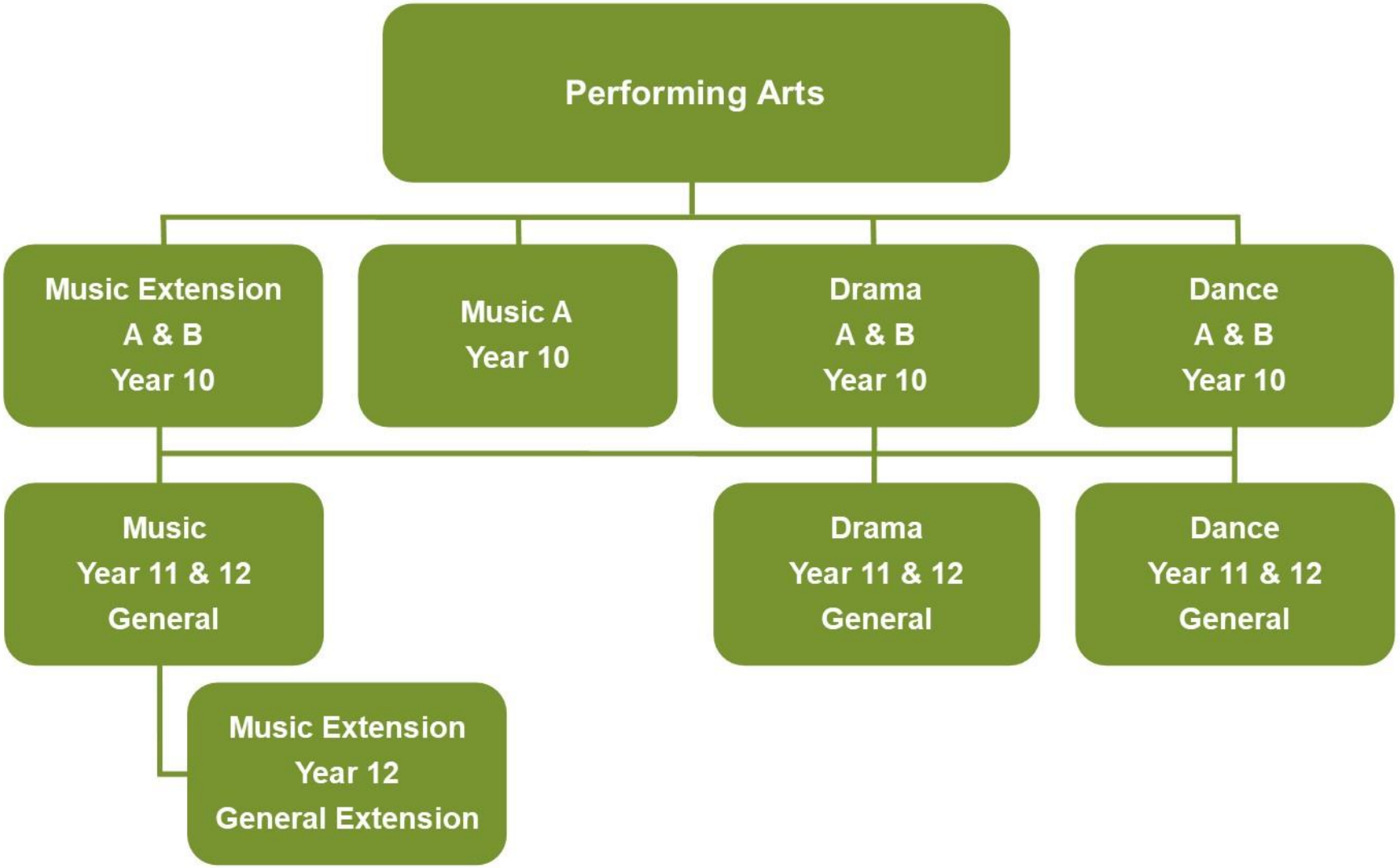
Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%



The Arts Head of Department – Jo Willett

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Dance

General senior subject

General

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

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

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

Pathways

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts?	**Moving through environments** How does the integration of the environment shape dance to communicate meaning?	**Moving statements** How is dance used to communicate viewpoints?	**Moving my way** How does dance communicate meaning for me?

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):
• 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>

Drama

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

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):
• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Music

General senior subject

General

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

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

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	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):
• 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 — extended response</td></tr>
</table>

Music Extension

General senior subject

General

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments — Composition specialisation

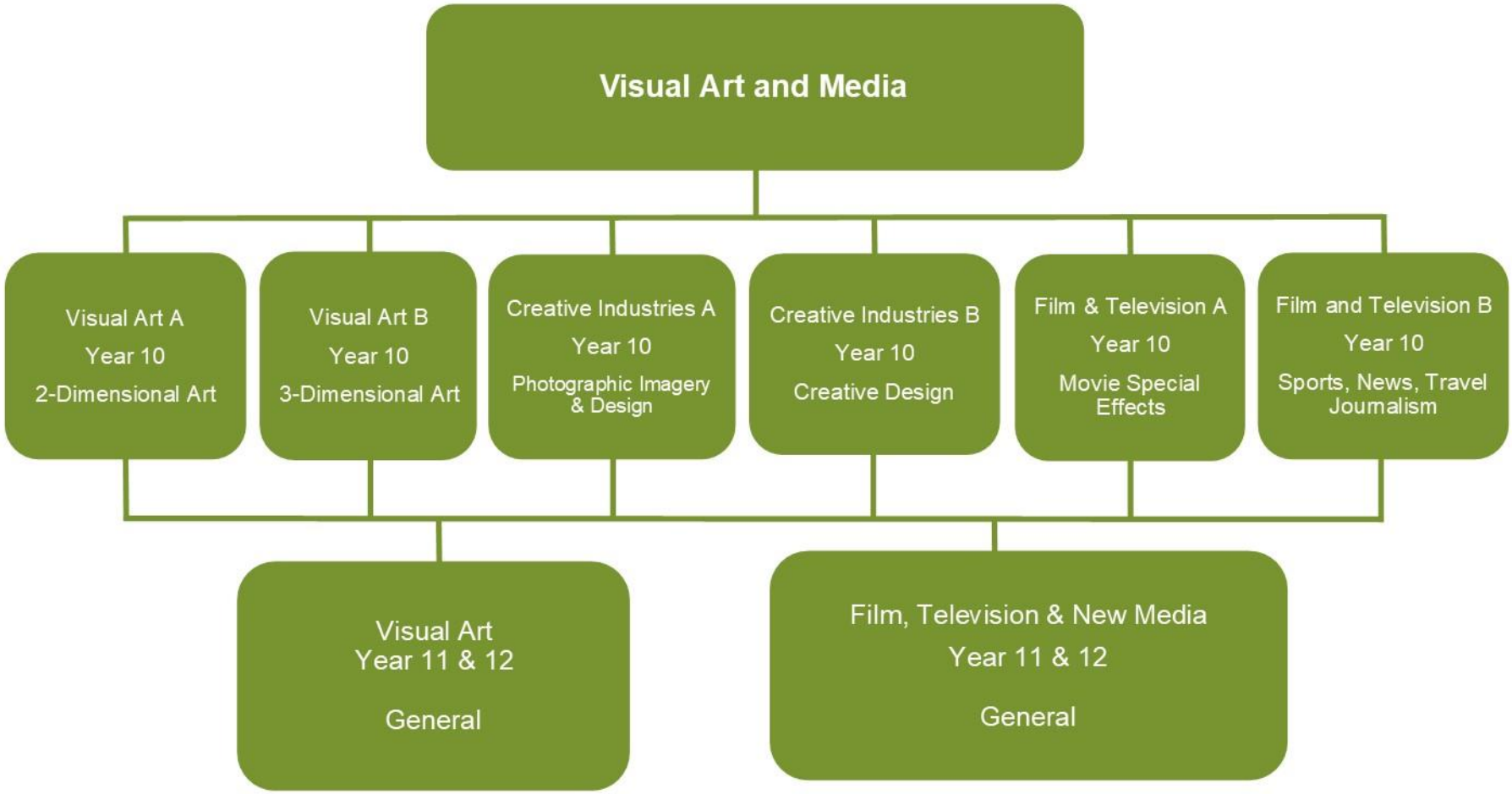
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Musicology specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Performance specialisation

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



The Arts Head of Department – Jo Willett

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Film, Television & New Media

General senior subject

General

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

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

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

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Technologies • Institutions • Languages	**Stories** • Representations • Audiences • Languages	**Participation** • Technologies • Audiences • Institutions	**Artistry** • Technologies • Representations • Languages

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic production</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Visual Art

General senior subject

General

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

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: 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>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</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 — extended response</td></tr>
</table>

Career Education
Vocational Education Studies
Flex

10
10-11
11-12

In addition to their six senior subjects, all Year 10, 11 & 12 students engage in a complementary educational program for one lesson per week.

This program consists of Career Education for all students in Year 10, including completion of a Short Course in Careers which delivers 1 QCE credit upon satisfactory completion of the course. This lesson is also used to inform Year 10s about subjects for Years 11 & 12 to enable them to select appropriate subjects as part of their SET Planning process.

In Year 11, students select a Vocational Education Course from approximately 10 different available options. These yearlong courses enable students to complete a practical VET course in an area of interest to complement their other 6 subjects.

The Year 12 Flex program allows students one lesson per week of self-directed learning. Students may work individually or in small groups to complete school work or engage in extra-curricular activities. For some students this time is used to receive additional teacher support in one or more subject.

Year 10
Career Education + VOC commencing in Term 4
Short Course in Careers plus subject selection for Year 11-12 in Terms 1-3
Commence VOC (Vocational Education Studies) in Term 4.
VOC includes an extensive range of Certificate I and II courses

Year 11
VOC + Flex commencing in Term 3
VOC commenced in Year 10 is completed in Term 3, Year 11
Students commence Flex from Term 3 Year 11

Year 12
Flex
Self directed student learning of academic support if required

Vocational Education Studies (VOC)

The current Year 10 cohort will commence Vocational Education Studies in Term 4 of 2024, completing the course by Term 3, 2025.

VOC is a complementary program is in addition to students' six subjects that has no impact on student's curriculum time. Successful completion of a VET certificate course through the VOC program, provides students with a nationally recognised qualification and a range of valuable workplace skills. Additionally, these courses award valuable QCE credits and contribute towards the required 20 QCE credits for a student to attain a Queensland Certificate of Education or QCE at the end of Year 12.

The Vocational Education Studies (VOC) program allows students to select a VET certificate course from a wide range of available options. Students will complete the course during **one lesson each week plus one or more full-day practical sessions each term, commencing in Term 4 of year 10.** Shortly, we will be asking all Year 10 students to select a VOC course to commence in Term 4, 2024. This VET Certificate will continue into 2025, with most students completing their course by the end of Semester 1, 2025.

Details of the course options available for Vocational Education Studies (VOC) are described on the following pages. **Students should check the subject incompatibilities listed in the VET section of this subject guide before choosing a VOC course.**

VETiS Funding considerations when selecting a VOC course

Government funding under the VETiS program enables each student to complete one free Certificate I or Certificate II VET course while at school. The majority of our VOC courses are eligible for VETiS funding, should families wish to use the funding for this purpose. Certificate III and higher courses are not eligible for VETiS funding and will attract course fees.

Families need to consider carefully how they choose to use their VETiS funding as it can only be accessed once. If a student chooses to enrol in multiple VET courses, you may be required to pay course fees for the second and subsequent courses. In these instances, we recommend that students apply for VETiS funding for the most expensive course, and enrol in any other VET courses on a fee for service basis.

Additionally, you must also consider potential future VET courses that a student may wish to study. If a course that a student is considering to do in Year 11 is an expensive course, you have the option to save VETiS funding and not use it for VOC. In this instance, students should select either a free or a lower cost VOC course and enrol as a fee for service student. VETiS will then be available to be allocated to TAFE or another VET Certificate in Year 11.

Costs for all VET Certificates are included in this subject guide. **Individual families are responsible for decisions regarding how their VETiS funding is allocated. Once used, VETiS funding will not be available for any other VET Certificate courses.** This includes TAFE and courses offered by external Registered Training Organisations (RTOs).

2024-2025 VOC Program Course Offerings

Course	Description	Cost	Requirements	QCE Credits
Certificate II in Horticulture Construction Skills Training Centre (CSTC) RTO Code 0699	Students will learn about working in the horticulture industry including planting, treating plant diseases, using tools and working effectively with others.	VETiS Funding Or $500 is Fee for Service	Work-safe PPE: Long pants, boots, sun-safe shirt, eye protection and gloves	4
Certificate II/III in Sports Coaching College of Sports and Fitness RTO Code 91345	Students will learn sports coaching skills in a variety of sports. A range of guest speakers from sporting bodies will teach students sport specific skills and coaching skills. **Completing the Certificate III in Sports Coaching is optional**	VETIS Funding Or $250 for Cert II Additional $250 to complete Cert III	Blue Card	4 + 4
Certificate I in Construction Adapt Education RTO Code 32452 (Trading as My Industry Training)	Students will learn the necessary skills and knowledge required to prepare them for an apprenticeship or general life skills.	VETiS Funding Or $800 if Fee for Service	Work-safe PPE: Long pants, Steel-capped boots	3
Certificate II in Automotive Vocational Preparation Tactile Learning Centre RTO Code 30922	Students will learn about the components and workings of the mechanical and electrical systems of light vehicles.	VETiS Funding Or $2000 if Fee for Service	Work-safe PPE: Long pants, Steel-capped boots	4

Course	Description	Cost	Requirements	QCE Credits
Certificate II in Engineering Pathways Adapt Education RTO Code 32452 (Trading as My Industry Training)	Students will learn the basics of engineering skills in the context of building 1 of 3 different projects: Go Kart, Drone or Robot.	VETiS Funding Or $1000 if Fee for service	Work-safe PPE: Long pants, Steel-capped boots	4
Certificate II in Tourism Career Training Institute of Australia RTO Code 6517	Students will gain knowledge and skills to work in the tourism industry. Students will apply the knowledge and skills that they have learnt in class by attending a full day Moreton Island experience where they will experience a range of activities including sand tobogganing and dolphin feeding.	VETiS Funding Or $2146 (includes excursion)	Day trip to Tangalooma is a required activity	4
Certificate I in Hospitality (Beverages focus) Kenmore SHS RTO Code 30071	Students will learn a range of knowledge and skills necessary to enter the hospitality industry in entry level jobs. The cost includes coffee training, Responsible Service of Alcohol and Responsible Gambling Services	No VETiS Funding Approx. $250	Excursion for Barista training	2
Certificate II in Financial Services Kenmore SHS RTO Code 30071	Students will develop the necessary knowledge and skills to be work ready at an entry level in the financial services industry.	No VETIS Funding No costs associated	Appropriate levels of literacy and numeracy	4
Certificate II in Skills for Work & Vocational Pathways Kenmore SHS RTO Code 30071	Students will learn skills to prepare them for the workforce or for further vocational training	No VETiS Funding No costs associated		4

Certificate II in Automotive Vocational Preparation AUR20720 (Tactile Learning Centre RTO Code 30922)

Stand Alone VET Certificate Course

11

VET Certificate

Overview

Certificate II in Automotive Vocational Preparation provides students an opportunity to gain an entry level qualification in the automotive industry. The course allows students to gain basic knowledge and skills of mechanical and electrical components of light vehicles.

Objectives

Students will understand how to identify and inspect components and systems of vehicles as well as develop the skills to perform minor maintenance and repair of an automotive vehicle. This course appeals to students who enjoy cars and also enjoy practical tasks.

Structure

The course includes the following 12 competencies that students must achieve in order to complete the certificate:
AURAFA103 Communicate effectively in an automotive workplace
AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
AURASA102 Follow safe working practices in an automotive workplace
AURETR103 Identify automotive electrical systems and components
AURLTA101 Identify automotive mechanical systems and components
AURAFA104 Resolve routine problems in an automotive workplace
AURTTK102 Use and maintain tools and equipment in an automotive workplace
AURTTA127 Carry out basic vehicle servicing operations
AURETR115 Inspect, test and service batteries
AURETR146 Remove and refit vehicle batteries
AURTTE007 Dismantle and assemble single-cylinder four-stroke petrol engines
AURTTB007 Remove and replace brake assemblies

Assessment

Students will be assessed through submitting a range of quizzes electronically as well as observation during practical components. Tactile Learning's trainers will assess the students. Certificate II in Automotive Vocational Preparation requires students to complete assessment tasks in a classroom environment which will be submitted for assessment. Students will also engage in a variety of practical tasks on a training vehicle and be assessed by observation using and maintaining tools and equipment and servicing major car components.

Cost

The course uses VETiS funding which can only be used once by students. If students have accessed VETiS funding, it is possible to participate in the course as a full fee-paying student at a cost of $2000. Contact the Head of Pathways and Transitions for further information. Students will also be required to wear Personal Protective Equipment such as steel-capped work boots.

Work Placement

There is no work placement associated with this course.

Special Requirements

Students will be required to participate in full day activities during the scheduled VOC practical day(s) of each term.

Pathways

The skills gained from Certificate II in Automotive Vocational Preparation will give students a good understanding of the automotive industry which may lead to an automotive apprenticeship. Students may also choose to specialise in the many variants of the automotive industry such as marine, body repair, diesel, drivetrain, electrical etc.

Course Information current as at 14 May 2024

Certificate II in Horticulture AHC 20422

(Embark College RTO Code 0699)

Stand Alone VET Certificate Course

11

VET Certificate

Overview

Certificate II in Horticulture allows students to develop knowledge and skills in horticulture. The course teaches students key skills necessary in the horticulture industry such as how to propagate and care for plants, maintain lawns and gardens, operate equipment and control weeds.

Objectives

Students will develop the necessary knowledge and skills to be work ready at an entry level in the horticulture industry. Students will learn through a combination of theory work and practical sessions to create a garden. Students who enjoy practical work and being outdoors may enjoy this course.

Structure

The course includes the following 15 competencies that students must achieve in order to complete the certificate:

AHCWHS202 Participate in work health and safety processes
AHCPCM204 Recognise plants
AHCPMG201 Treat weeds
AHCPMG202 Treat plant pests, diseases and disorders
AHCSOL203 Assist with soil or growing media sampling and testing
AHCPGD207 Plant trees and shrubs
AHCPGD209 Prune shrubs and small trees
AHCCHM201 Apply chemicals under supervision
RIISAM203E Use hand and power tools
AHCNSY205 Pot up plants
AHCMOM203 Operate basic machinery and equipment
AHCMOM204 Undertake operational maintenance of machinery
AHCWRK213 Participate in workplace communications
AHCWRK211 Participate in environmentally sustainable work practices
TLID0020 Shift materials safely using manual handling methods

Assessment

Students will be assessed by CSTC qualified trainers through submitting a range of theory assessments, workbooks as well as observation during practical components. Students will be required to participate in practical sessions of identifying plants, using hand tools, preparing plants and treating plants for diseases in order to construct a garden at school during the scheduled VOC practical days.

Cost

All students have access to ONE VETiS funded course while enrolled at school. If you are accessing VETiS funding for this course there will be no cost for the course. If you have used or are currently enrolled in another VET course using your VETiS funding, the cost for this course will be $500.

Work Placement

This course does not include work placement.

Special Requirements

Students should have a year 9 level of literacy and numeracy and be at least 15 years of age. Students must take appropriate sun protection measures for practical sessions including wearing; long pants/jeans, long sleeve shirt, closed-toe shoes (steel cap preferred), hat and sunglasses. No shorts or skirts are allowed.

Pathways

The skills gained from Certificate II in Horticulture can lead to employment in a variety of fields including; nursery assistant, greenkeeper, groundsman, gardener, landscape assistant and horticulture labourer.

Course Information current as at 2 August 2024

Certificate II SIS20321 and III SIS30521 in Sports Coaching
(College of Sports and Fitness RTO Code 91345)
Stand Alone VET Certificate Course

11

VET Certificate

Overview

Certificate II & III in Sports Coaching provides students an opportunity to gain a coaching qualification at an entry level. Upon successful completion, students will be competent in delivering a basic instruction session for a sport. Students will study sports coaching, officiating and sport management under a range of varied sports with access to guest speakers and instructors from sporting associations.

Objectives

Students will understand how to deliver coaching sessions to students and will develop the skills necessary to manage groups and events in a range of sports. An external trainer from the College of Sports and Fitness will deliver the training to students through a range of theory and practical activities conducted at school. This course appeals to students who show a keen interest in sport and may wish to obtain part time work from coaching, officiating and or event management in the sporting industry.

Structure

The Certificate II in Sports Coaching SIS20321 includes the following 7 competencies that students must achieve in order to complete the certificate.

HLTAID011 Provide first aid (Credit transfer for Current First Certificate)
SIRXWHS001 Work safely
SISSSCO002 Work in a community coaching role
SISSSOF001 Work as an official in sport

SISSSCO003 Meet participant coaching needs
SISSSCO005 Continuously improve coaching skills and knowledge
SISSSOF003 Officiate sport competition

The optional and additional Certificate III in Sports Coaching SIS30521 includes the following 10 competencies, including 6 core and 4 electives that students must achieve in order to complete the certificate.

Core:
BSBOPS403 Apply business risk management processes
HLTAID011 Provide first aid (CREDIT TRANSFER)
HLTWHS001 Participate in workplace health and safety
SISSSCO002 Work in a community coaching role (CREDIT TRANSFER)
SISSSCO003 Meet participant coaching needs
SISSSCO005 Continuously improve coaching skills and knowledge

Electives:
SISSSOF001 Work as an Official in Sport (CREDIT TRANSFER)
SISSSOF002 Continuously improve officiating skills and knowledge (CREDIT TRANSFER)
SISSSOF003 Officiate sport competitions (CREDIT TRANSFER)
SISSSCO012 Coach sport participants to an intermediate level

Assessment

Students will be assessed through submitting a range of workbooks as well as observation during practical components with the College of Sports and Fitness trainers through various assessments, projects and activities around the program.

Cost

The certificate course is covered by a single fee $250 per student or utilising VETiS funding to cover the cost of certificate II for students who may be eligible. Contact the Transitions and Pathways Head of Department for further information.

Work Placement

There is no work placement associated with this course.

Special Requirements

Certificate II in Sports Coaching requires students to complete modules through classroom, practical learning. Students require a laptop and internet access for each lesson. Students will complete the course through a range of theory modules and practical components such as coaching sessions, in school competitions and officiating games. Due to the nature of the course, students must have a blue card to participate in coaching and officiating sessions.

Please note that Certificate II in Sports Coaching is incompatible with the subject Certificate III & IV in Fitness.

Pathways

The skills gained from Certificate II in Sports Coaching allow students to gain an entry level qualification for coaching and officiating. Students may choose to study higher level qualifications in the Sports, Fitness and Training package such as Certificate III/IV in Sports Coaching, Sports Management or Certificate III/IV in Fitness. Pathways include Event coordinator assistant, Community coach, Strength and conditioning coach, Referee/Sport Official, Further studies in Fitness and Coaching, Sports Development Officer, Sports events/Project development, Sport and Recreation careers, Sports, health and fitness professions.

Course Information current as at 22 May 2024

Certificate I in Construction CPC10120

(Adapt Education RTO Code 32452, trading as My Industry Training

Stand Alone VET Certificate Course

11

VET Certificate

Overview

Certificate I in Construction is a yearlong standalone VET certificate in Year 11 Vocational Education Studies (VOC). It provides students with National Industry recognition and contributes 3 QCE credit points. This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course.

Objectives

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain:

- Certificate I in Construction (CPC10120)
- 3 QCE credits
- White Card
- Opportunity for work experience and apprenticeships

Structure

CPCCCM2004 Handle construction materials
CPCCCM2005 Use construction tools and equipment
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
CPCCWHS1001 Prepare to work safely in the construction industry
CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1014 Conduct workplace communication
CPCCOM1015 Carry out measurements and calculations
CPCCOM2001 Read and interpret plans and specifications

Assessment

Certificate I in Construction combines practical and theory work to assess the eleven competencies. Students will complete a practical 'construction project' on school grounds as part of their timetabled Construction class. They will be exposed to a range of tools and equipment that are used in the construction industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

Cost

If the course is funded through VETiS there is no cost to students. In the case where a student has used their VETiS funding for another course, a fee of $800 will be charged.

Pathways

The skills and knowledge gained from the Certificate I in Construction are essential for any student seeking employment in the construction industry. Students that successfully transition into a school-based apprenticeship may be able to transfer units from their Certificate I in Construction to the apprenticeship course they are completing.

Course Information current as at 3 June 2024

Certificate II in Engineering Pathways - MEM20422

(Adapt Education RTO Code 32452, trading as My Industry Training

Stand Alone VET Certificate Course

11

VET Certificate

Overview

Certificate II in Engineering Pathways is a yearlong standalone VET subject offered in Year 11 Access. It gives students National Industry recognition and contributes 4 QCE credit points. This qualification introduces students to the engineering industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course and will have the opportunity to choose one of three different engineering project builds.

Objectives

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain:

- Certificate II in Engineering Pathways - MEM20422
- 4 QCE points
- Opportunity for work experience and apprenticeships

Structure

Students must achieve the following twelve competencies to complete the certificate.
MEM13015 Work safely and effectively in manufacturing and engineering
MEMPE005 Develop a career plan for the engineering and manufacturing industries
MEMPE006 Undertake a basic engineering project
MSMENV272 Participate in environmentally sustainable work practices
MEM16006 Organise and communicate information
MEM18001 Use hand tools
MEM18002 Use power tools/hand held operations
MEM11011 Undertake manual Handling
MEMPE002 Use electric welding machines
MEMPE004 Use fabrication equipment
MSMSUP106 Work in a team
MEMPE007 Pull apart and re-assemble engineering mechanisms (Go-Kart project)
MEM16008 Interact with computing technology (Robot and Drone project)

Students may choose one engineering project which will determine the class they are enrolled in. Engineering Projects are as follows:

1. Go-Kart Build
2. Autonomous Drone Flight
3. Robot Build

Students selecting the Engineering Pathways course should also indicate preferences 1-3 for the three possible build options. The different build options will be offered subject to a minimum number of enrolments.

Assessment

Certificate II in Engineering Pathways combines practical and theory work to assess the twelve competencies. Students will complete a practical ‘engineering project’ on school grounds as part of the course. They will be exposed to a range of tools and equipment that are used in the engineering industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

Cost

The course is a funded course through VETiS so there is no charge to students if VETiS funding is accessed. In the case where a student has used their VETiS funding a fee of $1000 will be charged.

Pathways

The skills and knowledge gained from the Certificate II in Engineering Pathways are essential for any student seeking employment in the engineering industry. Students that successfully transition into a school-based traineeship may be eligible to transfer units from their Certificate II in Engineering Pathways to the traineeship course they are completing.

Course Information current as at 3 June 2024

Certificate II in Tourism SIT20122

(Career Training Institute of Australia RTO Code 6517)

Stand Alone VET Certificate Course

11

VET Certificate

Overview

Career Training Institute of Australia (CTIA) is offering SIT20122 Certificate II in Tourism which includes both theory and practical delivery in an Eco-Tourism setting on Moreton Island where students will consolidate the practical application of the qualification in conjunction with Tangalooma Island Resort.

Objectives

The objective is to provide students with a program that addresses all the necessary criteria for the Certificate II in Tourism in an exciting, cost-effective experience of a lifetime. Study is required over a number of subjects which is disseminated into experiential learning through participating in the practical industry program and classroom activities. Training will be conducted at your school, as our trainers will come to you. The practical consolidation on Moreton Island includes:

- The unique eco system and the impacts of eco-tourism on Moreton Island
- 4WD transfers and guided tours
- Snorkeling off the Moreton Island Shipwrecks
- Desert safari including sand tobogganing the dunes
- Team building activities through beach games
- The tourism industry in action and associated jobs

Structure

The course includes the following eleven competencies that students must achieve in order to complete the certificate:
SITTIND001: Source and use information on the tourism and travel industry
SITXWHS001: Participate in safe work practices
SITHIND001: Use hygienic practices for hospitality service
SITXCCS001: Provide customer information and assistance
SITXCCS002: Provide visitor information
SITXCOM001: Source and present information
SITXCOM002: Show social and cultural sensitivity
SITXCCS003: Interact with customers
SITXCCS004: Provide lost and found services
SIRXPDK001: Advise on products and services
SITHFAB002: Provide responsible service of alcohol
Note: Elective units are subject to change.

Assessment

Assessment is competency based, in that the participant will be required to demonstrate competency in a range of tasks. Assessment procedures are transparent and address the key assessment principles of being valid, reliable, flexible and fair. Assessment strategies include a range of techniques, which include, but are not limited to the use of; direct observation, questions & answers, practical exercises, and case studies.

Cost

The Certificate II in Tourism VETiS program is funded by the VET investment budget, this means there are no costs to eligible students. This funding covers the cost of the qualification and all costs associated with the delivery of the 11 units of competency including resources and consumables and the 3-day, 2-night tourism adventure Program.

Students who have already accessed their VETiS funding or who are not eligible for the Queensland Government VET Investment funding, can participate in the program at a cost of $2146, this is inclusive of all costs associated with the practical Moreton Island experience.

Special Requirements

Certificate II in Tourism is incompatible with Certificates II and III in Hospitality.

Pathways

When you complete SIT20122 Certificate II in Tourism graduates will be qualified to apply for various positions including, retail travel agencies, tour wholesalers, tour operators, attractions, visitor information centres, cultural and heritage sites and any small tourism business requiring multi skilled employees. Job roles could include: Museum attendant, receptionist and office assistant in a tourism business, retail sales assistant at an attraction.

Students could also progress to a wide range of other qualifications in the service industries. On completion of the Certificate II students can upgrade to SIT30122 Certificate III in Tourism for a nominal fee and completing an additional four units of competency.

Course Information current as at 14 May 2024

Certificate II in Financial Services FNS20120
(KSHS RTO Code 30071)
Stand Alone VET Certificate Course

11

VET Certificate

Overview

This qualification addresses the need of increased financial literacy and basic financial skill of entrants to financial services industry, wishing to build potential pathways into the industry.

Objectives

Students will develop the necessary knowledge and skills to be work ready at an entry level in the financial services industry. Students will learn about personal budgeting, debt and consumer credit and taxation. They will learn to use business software applications and develop the skills to work as an effective member of a team in an office / branch role.

Structure

The course includes the following 8 competencies that students must achieve in order to complete the certificate:

Core Units

BSBCMM211 Apply communication skills

BSBTEC201 Use business software applications

BSBWHS211 Contribute to the health and safety of self and others

FNSINC311 Work together in the financial services industry

Elective Units

FNSFLT213 Develop knowledge of debt and consumer credit

FNSFLT215 Develop knowledge of the Australian financial system and markets

FNSFLT216 Develop knowledge of taxation

FNSACC323 Perform financial calculations

Assessment

Students will be assessed in a variety of modes including; project work, practical tasks and observations.

Cost

There is no cost associated with this course as it is taught by a Kenmore SHS teacher. This course does not use VETiS funding.

Work Placement

This course does not include work placement.

Special Requirements

Students should have a year 9 level of literacy and numeracy and be at least 15 years of age.

Pathways

The skills gained from Certificate II in Financial Services can lead to employment in a variety of fields in the financial services sector including Banking Customer Service Trainee, Sales Clerk, potentially leading to a future role as a customer service officer, teller, cashier or administration officer.

Course Information current as at 14th July 2024

Certificate I in Hospitality SIT10222
(KSHS RTO Code 30071)
Stand Alone VET Certificate Course

11

VET Certificate

Overview

Hospitality is a one-year standalone VET subject offered as part of the Vocational Education (VOC Ed) in Year 11. It gives students National Industry recognition and does contribute to 2 QCE credits.

Objectives

The area of Hospitality is a growth area for employment. Certificate I in Hospitality is a nationally recognised qualification and the skills are recognizable internationally. Students may use this qualification to obtain employment in the hospitality industry or to further their education.

Structure

The course includes units from the National Hospitality Training Package and will consist of 7 units. Students must successfully complete 6 of the 7 competencies to be awarded the certificate.

Core Units:
BSBTWK201- Work effectively with others
SITXWHS005- Participate in safe work practices
SITHFAB025- Prepare and serve espresso coffee
SITXFSA005- Use hygienic practices for food safety
SITHFAB021- Provide responsible service of alcohol
SITXCCS009- Provide customer information and assistance
SITHGAM022- Provide responsible gambling services

Learning Experiences

- Excursions to hospitality venues
- Working in commercial kitchens

Assessment

Hospitality students will be assessed by a variety of techniques:

- Completion of practical units
- Completion of Core Units through theory tests and assignments
- Successful participation in practical and team work activities
- Students must be willing to actively participate in all aspects of the work.

Cost

The cost for this course is anticipated to be $200.

Work Placement

No Work Placement is required for Certificate I in Hospitality

Special Requirements

- This course is incompatible with Certificate II and III in Hospitality (school subject)
- Hospitality students will be assessed by a variety of techniques
- Completion of practical units
- Students must be willing to actively participate in all aspects of the work

Pathways

It is envisaged that students undertaking this subject will engage in work in the rapidly expanding area of hospitality in Australia and overseas. Students may work casually in the hospitality industry such as waiting and bar work whilst studying at university. This course may also lead to an apprenticeship where many scholarships are available for chefs at TAFE or at Registered Training Organisation. Students may also go on to complete tertiary study in Hospitality Management at university.

Course Information current as at 13th May 2024

Certificate II in Skills for Work and Vocational Pathways (KSHS RTO Code 30071)

Stand Alone VET Certificate Course

11

VET Certificate

Overview

Certificate II in Skills for Work and Vocational Pathways provides students with foundation skills development to prepare for workforce entry or further vocational training pathways. This qualification is designed for individuals who require:

- A pathway to employment or vocational training.
- Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3.
- Entry level digital literacy and employability skills.
- A vocational training and employment plan. No licensing, legislative or certification requirements apply to this qualification at the time of publication.
- To achieve this qualification, competency must be demonstrated in 14 units of competency including 1 core unit and 13 elective units.

Objectives

Students will learn the necessary skills and knowledge to be a confident and effective employee or to study a higher-level VET Certificate. On successful completion students will gain:

- Certificate II in Skills for Work and Vocational Pathways (FSK20119)
- 4 QCE points

Structure

Students must achieve the following fourteen competencies to complete the certificate.

FSKLRG011	Use routine strategies for work related learning
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKOCM006	Use oral communication skills to participate in workplace teams
FSKRDG008	Read and respond to information in routine visual and graphics texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKWTG009	Complete routine workplace formatted texts
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKNUM003	Use whole numbers and halves for work
FSKRDG002	Read and respond to short and simple workplace signs and symbols
FSKWTG001	Complete personal details on extremely simple and short workplace forms
SIRXHWB001	Maintain personal health and wellbeing
SIRXWHS001	Work safely
TLIK2003	Apply keyboard skills

Assessment

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- observations on practical tasks
- projects
- activity booklets
- questioning and feedback from supervisors.

Evidence contributing towards competency will be collected throughout the course. To attain a FSK20119 Certificate II in Skills for work and Vocational pathways 14 units (1 core units plus 13 elective units of competency) must be achieved.

Cost

There is no cost associated with this course as it is taught by a Kenmore SHS teacher. This course does not use VETiS funding.

Pathways

The Certificate II in Skills for Work and Vocational Pathways will predominantly be used by students seeking to enter employment or to study a higher-level VET qualification.

Course Information current as at 3 June 2024