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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 new Senior Assessment and Tertiary Entrance (SATE) program. Eligible students will receive an Australian Tertiary Admission Rank (ATAR) in Year 12 from 2020 as the culmination of their studies. The new 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:

- Intellectually: curious, creative and lifelong learners
- Personally: confident, resilient and ethical
- Socially: contributing, caring citizens

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

Kenmore State High School Senior Subject Guide (Year 11 & 12)
### Senior School Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drew Jell</td>
<td>Senior Schooling Deputy Principal</td>
<td><a href="mailto:djell1@eq.edu.au">djell1@eq.edu.au</a></td>
<td>3327 1555</td>
</tr>
<tr>
<td>Paul Stronach</td>
<td>Senior Schooling Head of Department</td>
<td><a href="mailto:pstro3@eq.edu.au">pstro3@eq.edu.au</a></td>
<td>3327 1536</td>
</tr>
<tr>
<td>Julia Tilling</td>
<td>Guidance Officer (Yr 7-9)</td>
<td><a href="mailto:tillingj@eq.edu.au">tillingj@eq.edu.au</a></td>
<td>3327 1512</td>
</tr>
<tr>
<td>Julie Savage</td>
<td>Guidance Officer (Yr 10-12)</td>
<td><a href="mailto:jsava2@eq.edu.au">jsava2@eq.edu.au</a></td>
<td>3327 1513</td>
</tr>
<tr>
<td>Clair Doevendans</td>
<td>Pathways &amp; Transitions Head of Department</td>
<td><a href="mailto:cdoev2@eq.edu.au">cdoev2@eq.edu.au</a></td>
<td>3327 1581</td>
</tr>
</tbody>
</table>
Considerations for 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 most savvy 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 and Business Management to become an effective small business owner. Lastly, a student wishing to be a Child Psychologist could study Psychology and a Certificate III in Early Childhood Education and Care 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 Head of Department or Pathways and Transitions Head of Department.
Changes to Senior Schooling in Queensland

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General subjects, with the introduction of common external assessments.

From 2020, there will also be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: www.qtac.edu.au/for-schools/atar-information.

Senior Education Profile (QCE & QCIA)

Queensland students receive a Senior Education Profile from the QCAA (Queensland Curriculum & Assessment Authority) when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

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

Senior school students can access a range of information concerning Queensland's senior schooling system, as well as track their results, at the myQCE website.

Statement of results

The statement of results is a transcript of a student’s learning account. It shows all contributing studies and the results achieved. Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

QCE

The QCE is Queensland’s senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.
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.

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCAA General subjects and Applied subjects</td>
<td>up to 4</td>
</tr>
<tr>
<td>QCAA Extension subjects</td>
<td>up to 2</td>
</tr>
<tr>
<td>Certificate II qualifications</td>
<td>up to 2</td>
</tr>
<tr>
<td>Certificate III and IV qualifications (includes internships)</td>
<td>up to 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>up to 6</td>
</tr>
<tr>
<td>Recognised studies categorised as Core</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCAA Short Courses</td>
<td>up to 1</td>
</tr>
<tr>
<td>QCAA Short Course in Literacy</td>
<td></td>
</tr>
<tr>
<td>QCAA Short Course in Numeracy</td>
<td></td>
</tr>
<tr>
<td>Certificate I qualifications</td>
<td>up to 3</td>
</tr>
<tr>
<td>Recognised studies categorised as Preparatory</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCAA Short Courses</td>
<td>up to 1</td>
</tr>
<tr>
<td>QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</td>
<td></td>
</tr>
<tr>
<td>QCAA Short Course in Career Education</td>
<td></td>
</tr>
<tr>
<td>University subjects</td>
<td>up to 4</td>
</tr>
<tr>
<td>Diplomas and Advanced Diplomas</td>
<td>up to 8</td>
</tr>
<tr>
<td>Recognised studies categorised as Complementary</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

### 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
Senior Subjects

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

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

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

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


Underpinning Factors

All senior syllabuses are underpinned by:

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

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

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

Applied Syllabuses

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

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

Australian Tertiary Admission Rank (ATAR) for University Entrance

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

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

The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

QTAC will calculate ATARs for Queensland school leavers, including international students at Queensland schools.

If students are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

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 do I become eligible for an ATAR?

To be eligible for an ATAR, a student must have:

1. satisfactorily completed an English subject
2. completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
3. accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student’s best five subjects.

How are ATARs calculated?

The ATAR will be 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.

How does inter-subject scaling work?

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 Maths subject they might get a 90/100. But if the same student studied a harder Maths 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
Vocational Education and Training (VET)

What is VET?

Vocational education and training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. 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 exists to give people better skills and more opportunities. No matter what type of skills you need or what job you’re interested in, you can get the training you want and deserve. VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job. VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as TAFE, or in the workplace.

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

Scope of Registration

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Qualification Description</th>
<th>Course Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB10115</td>
<td>Certificate I in Business</td>
<td>KSHS RTO 30071</td>
</tr>
<tr>
<td>CUA 10315</td>
<td>Certificate I in Visual Arts</td>
<td>KSHS RTO 30071</td>
</tr>
<tr>
<td>CUA20215</td>
<td>Certificate II in Creative Industries</td>
<td>KSHS RTO 30071</td>
</tr>
<tr>
<td>FSK20113</td>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
<td>KSHS RTO 30071</td>
</tr>
<tr>
<td>SIT10216</td>
<td>Certificate I in Hospitality</td>
<td>KSHS RTO 30071</td>
</tr>
<tr>
<td>ICT10115</td>
<td>Certificate I in Information, Digital Media and Technologies</td>
<td>KSHS RTO 30071</td>
</tr>
</tbody>
</table>

External Training Providers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Qualification Description</th>
<th>Course Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIT20316</td>
<td>Certificate II in Hospitality</td>
<td>Club Training RTO 30978</td>
</tr>
<tr>
<td>CHC30113</td>
<td>Certificate III in Early Childhood &amp; Care</td>
<td>Embark College RTO 0699</td>
</tr>
<tr>
<td>SIS20115</td>
<td>Certificate II in Sport &amp; Recreation</td>
<td>College of Health &amp; Fitness RTO 30798</td>
</tr>
<tr>
<td>SIS30315</td>
<td>Certificate III in Fitness</td>
<td>The College of Health &amp; Fitness RTO 30798</td>
</tr>
<tr>
<td>SIS20513</td>
<td>Certificate II in Sports Coaching</td>
<td>College of Sports &amp; Fitness RTO 91345</td>
</tr>
<tr>
<td>SIS200213</td>
<td>Certificate II in Outdoor Recreation</td>
<td>Australian Institute of Sport &amp; Recreation RTO 31690</td>
</tr>
<tr>
<td>AHC20410</td>
<td>Certificate II in Horticulture</td>
<td>Embark College RTO 0699</td>
</tr>
<tr>
<td>AUR20516</td>
<td>Certificate II in Automotive Servicing Technology</td>
<td>Tactile Learning Centre RTO 30922</td>
</tr>
<tr>
<td>CHC14015</td>
<td>Certificate I in Active Volunteering</td>
<td>Volunteering Queensland RTO 6020</td>
</tr>
<tr>
<td>BSB30115</td>
<td>Certificate III in Business</td>
<td>Embark College RTO 0069</td>
</tr>
<tr>
<td>SIS40215</td>
<td>Certificate IV in Fitness</td>
<td>The College of Health &amp; Fitness RTO 30798</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Schools Sector</th>
<th>Vocational Education and Training Sector (eg TAFE, Private RTOs)</th>
<th>Higher Education Sector (eg Universities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Secondary</td>
<td>Advanced Diploma</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>Certificate of Education</td>
<td>Diploma</td>
<td>Masters Degree</td>
</tr>
<tr>
<td>Certificate I</td>
<td>Certificate IV</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Certificate III</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td>Certificate II</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td></td>
<td>Certificate I</td>
<td>Advanced Diploma</td>
</tr>
</tbody>
</table>

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](http://apprenticeshipsinfo.qld.gov.au/school-based/index.html) or by contacting the school’s Head of Pathways and Transitions – Clair Doevendans. Information on school-based apprenticeships and traineeship vacancies can be found on the Senior Schooling Bulletin which is emailed to senior students and is also included in the parent e-newsletter.
External Course Offerings

Students may wish to broaden their knowledge and start working towards a qualification that is directly linked to their chosen career. They can achieve this by enrolling in a Qualification offered through a 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. Students need to be committed to completing the courses which cover one day a week for 1 year in year 11 or 12. They must 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 can 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.

See Mrs Clair Doevedans, HOD of Pathways & Transitions for more information.
From the Guidance Officers

The Senior School: Years 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.

Julia Tilling | 3327 1512 | tillungi@eq.edu.au
Julie Savage | 3327 1513 | jsava2@eq.edu.au
General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

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.

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

**Instrument-specific marking guides**

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

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

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

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

**External assessment**

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

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

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

**Applied Syllabuses**

**Structure**

The syllabus structure consists of a course overview and assessment.

**Applied syllabuses course overview**

Applied syllabuses are developmental four-unit courses of study.

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

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

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

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students’ demonstrated achievement in examinations. Work undertaken before an examination is not assessed.
The Senior External Examination is for:

- 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)
  - to meet tertiary entrance or employment requirements
  - for personal interest.

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.

**Assessment**

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students’ demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10. https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/qce-handbook
Kenmore Subject Offerings Year 11 & 12

Mathematics
General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

English
General
- English
- English as an Additional Language
- Literature
- English & Literature Extension

Applied
- Essential English

Social Sciences
General
- Ancient History
- Geography
- Modern History
- Philosophy & Reason

Applied
- Social & Community Studies

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

Applied
- Science in Practice

Business and Technologies
General
- Accounting
- Business
- Design
- Digital Solutions
- Food & Nutrition
- Legal Studies

Applied
- Fashion
- Industrial Technology Skills
- Tourism

Certificate Courses
- Cert III In Business, Stand Alone VET BSB30115
- Cert I in Hospitality, Stand Alone VET SIT10216
- Cert II in Hospitality, Stand Alone VET SIT20216
- Cert III in Early Childhood Education and Care, Stand Alone VET CHC30113

Languages
General
- German
- German Extension
- Japanese

Performing Arts
General
- Dance
- Drama
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)

Visual Art & Media
General
- Film, Television & New Media
- Visual Art

Certificate Courses
- Cert I in Visual Art and Cert II in Creative Industries, Stand Alone VET CUA10315 & CUA20215

Access

Certificate Courses
- Cert I in Information, Digital Media and Technologies, Stand Alone VET ICT 10115
- Certificate I in Active Volunteering, Stand Alone VET CHC 14015
- Certificate II in Automotive Servicing Technology, Stand Alone VET AUR20516
- Certificate II in Horticulture, Stand Alone VET AHC20410
- Certificate II in Outdoor Recreation, Stand Alone VET SIS2013
- Certificate II in Sports Coaching, Stand Alone VET SIS20513
Mathematics
Year 9
(Year Long Course)

Mathematics Year 10
(Year Long Course)

Mathematics Extension
Year 10
(Year Long Course)

Accelerated Mathematics
Year 10– Semester 1

Yr11 Mathematical Methods
Started in Year 10– Semester 2

Mathematical Methods (cont.)
Incorporating UQ Maths
Year 11 & 12

Specialist Mathematics
Year 11 & 12

Essential Mathematics
Year 11 & 12

General Mathematics
Year 11 & 12

Mathematical Methods
Year 11 & 12

Specialist Mathematics
Year 11 & 12

Head of Department – Mr Jonathan Wells
jwell30@eq.edu.au
3327 1591
Essential Mathematics
Applied senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, data and graphs</strong></td>
<td><strong>Money, travel and data</strong></td>
<td><strong>Measurement, scales and data</strong></td>
<td><strong>Graphs, chance and loans</strong></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td>• Number</td>
<td>• Managing money</td>
<td>• Managing money</td>
<td>• Bivariate graphs</td>
</tr>
<tr>
<td>• Representing data</td>
<td>• Time and motion</td>
<td>• Time and motion</td>
<td>• Probability graphs</td>
</tr>
<tr>
<td>• Graphs</td>
<td>• Data collection</td>
<td>• Data collection</td>
<td>• Relative frequencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Loans and compound interest</td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
General Mathematics
General senior subject

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

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

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

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

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

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

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

<table>
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<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Money, measurement and relations</strong></td>
<td><strong>Applied trigonometry, algebra, matrices</strong></td>
<td><strong>Bivariate data, sequences and change</strong></td>
<td><strong>Investing and networking</strong></td>
</tr>
<tr>
<td>• Consumer arithmetic</td>
<td>• Applications of trigonometry</td>
<td>• Bivariate data analysis</td>
<td>• Loans, investments and annuities</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Algebra and matrices</td>
<td>• Time series analysis</td>
<td>• Graphs and networks</td>
</tr>
<tr>
<td>• Linear equations and their graphs</td>
<td>• Univariate data analysis</td>
<td>• Growth and decay in sequences</td>
<td>• Networks and decision mathematics</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Applied trigonometry, algebra, matrices</strong></td>
<td><strong>Bivariate data, sequences and change</strong></td>
<td><strong>Investing and networking</strong></td>
<td></td>
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<tr>
<td>• Applications of trigonometry</td>
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<td>• Growth and decay in sequences</td>
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</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

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<thead>
<tr>
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<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Mathematical Methods
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

## Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

### Summative assessments

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<td>• Examination</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

**Summative internal assessment 1 (IA1):** 20%  
**Summative internal assessment 2 (IA2):** 15%  
**Summative internal assessment 3 (IA3):** 15%  
**Summative external assessment (EA):** 50%
Specialist Mathematics
General senior subject

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

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

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

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

Pathways

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

Objectives

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

• select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

• comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

• communicate using mathematical, statistical and everyday language and conventions

• evaluate the reasonableness of solutions

• justify procedures and decisions, and prove propositions by explaining mathematical reasoning

• solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.
Structure

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combinatorics, vectors and proof</td>
<td>Complex numbers, trigonometry, functions and matrices</td>
<td>Mathematical induction, and further vectors, matrices and complex numbers</td>
<td>Further statistical and calculus inference</td>
</tr>
<tr>
<td>• Combinatorics</td>
<td>• Complex numbers 1</td>
<td>• Proof by mathematical induction</td>
<td>• Integration and applications of integration</td>
</tr>
<tr>
<td>• Vectors in the plane</td>
<td>• Trigonometry and functions</td>
<td>• Vectors and matrices</td>
<td>• Rates of change and differential equations</td>
</tr>
<tr>
<td>• Introduction to proof</td>
<td>• Matrices</td>
<td>• Complex numbers 2</td>
<td>• Statistical inference</td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
• Problem-solving and modelling task | 20% |
| Summative internal assessment 2 (IA2):  
• Examination | 15% |
| Summative internal assessment 3 (IA3):  
• Examination | 15% |
| Summative external assessment (EA):  
• Examination | 50% |
English
General senior subject

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

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

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

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

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

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

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

### Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Extended response — written response for a public audience</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Extended response — persuasive spoken response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

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

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

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

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

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

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

### Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Extended response — imaginative spoken/multimodal response</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Examination — analytical written response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
English & Literature Extension

General senior subject

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

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

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

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

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

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ways of reading</strong></td>
<td>Exploration and evaluation</td>
</tr>
<tr>
<td>• Readings and defences</td>
<td>• Extended academic research paper</td>
</tr>
<tr>
<td>• Complex transformation and defence</td>
<td>• Application of theory</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Extended response — reading and defence</td>
<td>• Extended response — academic research paper</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Extended response — complex transformation and defence</td>
<td>• Examination — theorised exploration of unseen text</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

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

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

Pathways

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

Objectives

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

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

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

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative internal assessment (IA4):</strong></td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Extended response — Written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
English as an Additional Language
General senior subject

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students’ knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods. The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

• use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

• establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

• create and analyse perspectives and representations of concepts, identities, times and places

• make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

• use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

• select and synthesise subject matter to support perspectives

• organise and sequence subject matter to achieve particular purposes

• make language choices for particular purposes and contexts

• use cohesive devices to emphasise ideas and connect parts of texts

• use grammar and language structures for particular purposes

• use mode-appropriate features to achieve particular purposes.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language, text and culture</strong></td>
<td><strong>Perspectives in texts</strong></td>
<td><strong>Issues, ideas and attitudes</strong></td>
<td><strong>Close study of literary texts</strong></td>
</tr>
<tr>
<td>• Examining and shaping representations of culture in texts</td>
<td>• Examining and shaping perspectives in texts</td>
<td>• Exploring representations of issues, ideas and attitudes in texts</td>
<td>• Engaging with literary texts from diverse times and places</td>
</tr>
<tr>
<td>• Responding to a variety of media and literary texts</td>
<td>• Responding to literary texts, including a focus on Australian texts</td>
<td>• Responding to literary and persuasive texts</td>
<td>• Responding to literary texts creatively and critically</td>
</tr>
<tr>
<td>• Creating analytical and persuasive texts</td>
<td>• Creating imaginative and analytical texts</td>
<td>• Creating analytical and persuasive texts</td>
<td>• Creating imaginative and analytical texts</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination – analytical written response</td>
<td>• Extended response – imaginative spoken/multimodal response</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response – persuasive written response</td>
<td>• Examination – analytical extended response</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

Eligibility Statement

English as an Additional Language is designed for students for whom English is not their first or home language. These students include:

- Aboriginal students and Torres Strait Islander students for whom Standard Australian English (SAE) is not the first or home language/dialect
- Students who were born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as an additional language
- those who enter senior schooling with:
  - not more than a total of five years of full-time schooling where the medium of instruction is English
  - more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English
  - varying exposure to English, but who have had disrupted education in one or more countries, including Australia.
  - some formal language exposure to English, and significant formal education in another language or languages, before arriving in Australia.

This syllabus is incompatible with the following English senior syllabuses: English, Literature, English & Literature Extension.
Ancient History
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
• Comprehend terms, issues and concepts
• Devise historical questions and conduct research
• Analyse historical sources and evidence
• Synthesise information from historical sources and evidence to form a historical argument
• Evaluate historical interpretations to make judgements
• Create responses that communicate meaning to suit audience and purpose.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the Ancient World</td>
<td>Personalities in Their Time</td>
<td>Reconstructing the Ancient World</td>
<td>People, Power and Authority</td>
</tr>
<tr>
<td>• Digging Up the Past</td>
<td>• Hannibal Barca</td>
<td>• Fifth Century Athens (BCE)</td>
<td>• Ancient Rome - Civil War</td>
</tr>
<tr>
<td>• Ancient Societies - Beliefs, rituals and</td>
<td>• Hatshepsut</td>
<td>• Philip II and Alexander III of Macedon</td>
<td>• and the Breakdown of the Republic</td>
</tr>
<tr>
<td>funerary practices.</td>
<td></td>
<td></td>
<td>• Augustus</td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — essay in response to historical sources</td>
<td>• Investigation — historical essay based on research</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Independent source investigation</td>
<td>• Examination — short responses to historical sources</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Year 10 and 11 History and Philosophy students of 2020 will have priority for inclusion in the Kenmore High international study tour of the history of Greece and Italy proposed for the September school vacation of 2020.
Geography
General senior subject

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

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

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

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

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

• explain geographical processes
• comprehend geographic patterns
• analyse geographical data and information
• apply geographical understanding
• synthesise information from the analysis to propose action
• communicate geographical understanding.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to risk and vulnerability in hazard zones</td>
<td>Planning sustainable places</td>
<td>Responding to land cover transformations</td>
<td>Managing population change</td>
</tr>
<tr>
<td>• Ecological hazard zones</td>
<td>• Responding to challenges facing a place in Australia</td>
<td>• Land cover transformations and climate change</td>
<td>• Population challenges in Australia</td>
</tr>
<tr>
<td></td>
<td>• Managing the challenges facing a megacity</td>
<td>• Responding to local land cover transformations</td>
<td>• Global population change</td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — data report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Modern History
General senior subject

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

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas in the modern world</strong>&lt;br&gt;• Age of Imperialism, 1848–1914&lt;br&gt;• Russian Revolution, 1905–1920s</td>
<td><strong>Movements in the modern world</strong>&lt;br&gt;• Australian Indigenous rights movement since 1967&lt;br&gt;• Anti-apartheid movement in South Africa, 1948–1991</td>
<td><strong>National experiences in the modern world</strong>&lt;br&gt;• Germany, 1914–1945&lt;br&gt;• China, 1931–1976</td>
<td><strong>International experiences in the modern world</strong>&lt;br&gt;• Cold War, 1945–1991&lt;br&gt;• Australian engagement with Asia since 1945</td>
</tr>
</tbody>
</table>

Assessment

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### Summative assessments

<table>
<thead>
<tr>
<th></th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td>• Examination — essay in response to historical sources</td>
<td>25% Summative internal assessment 3 (IA3): • Investigation — historical essay based on research</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td>• Independent source investigation</td>
<td>25% Summative external assessment (EA): • Examination — short responses to historical sources</td>
</tr>
</tbody>
</table>

Year 10 and 11 History and Philosophy students of 2020 will have priority for inclusion in the Kenmore High international study tour of the history of Greece and Italy proposed for the September school vacation of 2020.
Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including 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 recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility, as well as collaboration and communication.

Pathways
A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

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, views and ideas
- create responses that communicate meaning to suit purpose.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals of reason</strong>&lt;br&gt;The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.</td>
<td><strong>Reason in philosophy</strong>&lt;br&gt;- Philosophy of religion&lt;br&gt;- Philosophy of science&lt;br&gt;- Philosophy of mind.</td>
<td><strong>Moral philosophy and schools of thought</strong>&lt;br&gt;- Moral philosophy&lt;br&gt;- Philosophical schools of thought</td>
<td><strong>Social and political philosophy</strong>&lt;br&gt;- Rights&lt;br&gt;- Political philosophy</td>
</tr>
</tbody>
</table>
Assessment

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<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td>• Extended response — analytical essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Extended response — analytical essay</td>
<td>• Examination — extended response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Year 10 and 11 History and Philosophy students of 2020 will have priority for inclusion in the Kenmore High international study tour of the history of Greece and Italy proposed for the September school vacation of 2020.
Social & Community Studies
Applied senior subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters in the individual appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and 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:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.
Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

<table>
<thead>
<tr>
<th>Core life skills</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal skills — Growing and developing as an individual</td>
<td>• The Arts and the community</td>
</tr>
<tr>
<td>• Interpersonal skills — Living with and relating to other</td>
<td>• Australia’s place in the world</td>
</tr>
<tr>
<td>people</td>
<td>• Today’s society</td>
</tr>
<tr>
<td>• Citizenship skills — Receiving from and contributing to</td>
<td>• The world of work</td>
</tr>
<tr>
<td>community</td>
<td>• Into relationships</td>
</tr>
<tr>
<td></td>
<td>• Legally, it could be you</td>
</tr>
<tr>
<td></td>
<td>• Money management</td>
</tr>
<tr>
<td></td>
<td>• Science and technology</td>
</tr>
</tbody>
</table>

Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task,</td>
<td>A response that includes locating and using information beyond students’ own</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>situation and/or scenario.</td>
<td>knowledge and the data they have been given.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least two different</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>60–90 minutes</td>
</tr>
<tr>
<td>components from the</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>50–250 words per item on the test</td>
</tr>
<tr>
<td>following:</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• performance: continuous class time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• product: continuous class time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Product</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Science
(Compulsory Years 7-9)

General Science Year 10

Biology Year 10

Psychology Year 10

Chemistry Year 10

Physics Year 10

Engineering Year 10

Science in Practice Year 11 & 12

Biology Year 11 & 12

Psychology Year 11 & 12

Chemistry Year 11 & 12

Physics Year 11 & 12

Engineering Year 11 & 12

Head of Department – Mr Simon Dorman
spdor0@eq.edu.au
33271592
Biology provides opportunities for students to engage with living systems.

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cells and multicellular organisms</td>
<td>Maintaining the internal environment</td>
<td>Biodiversity and the interconnectedness of life</td>
<td>Heredity and continuity of life</td>
</tr>
<tr>
<td>- Cells as the basis of life</td>
<td>- Homeostasis</td>
<td>- Describing biodiversity</td>
<td>- DNA, genes and the continuity of life</td>
</tr>
<tr>
<td>- Multicellular organisms</td>
<td>- Infectious diseases</td>
<td>- Describing biodiversity</td>
<td>- Continuity of life on Earth</td>
</tr>
</tbody>
</table>

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August 2019  
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Assessment

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>
Chemistry
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| 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

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<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| 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
Engineering
General senior subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype 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.

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering fundamentals and society</strong>&lt;br&gt;• Engineering history&lt;br&gt;• The problem-solving process in Engineering&lt;br&gt;• Engineering communication&lt;br&gt;• Introduction to engineering mechanics&lt;br&gt;• Introduction to engineering materials</td>
<td><strong>Emerging technologies</strong>&lt;br&gt;• Emerging needs&lt;br&gt;• Emerging processes and machinery&lt;br&gt;• Emerging materials&lt;br&gt;• Exploring autonomy</td>
<td><strong>Statics of structures and environmental considerations</strong>&lt;br&gt;• Application of the problem-solving process in Engineering&lt;br&gt;• Civil structures and the environment&lt;br&gt;• Civil structures, materials and forces</td>
<td><strong>Machines and mechanisms</strong>&lt;br&gt;• Machines in society&lt;br&gt;• Materials&lt;br&gt;• Machine control</td>
</tr>
</tbody>
</table>

Assessment

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</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Project — folio</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Project — folio&lt;br&gt;25%&lt;br&gt;25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Examination</td>
<td><strong>Summative external assessment (EA):</strong>&lt;br&gt;• Examination&lt;br&gt;25%&lt;br&gt;25%</td>
</tr>
</tbody>
</table>
Physics
General senior subject

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal, nuclear and electrical physics</td>
<td>Linear motion and waves</td>
<td>Gravity and electromagnetism</td>
<td>Revolutions in modern physics</td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
<td></td>
<td>• The Standard Model</td>
</tr>
</tbody>
</table>

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

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

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

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

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</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>
Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual development</strong></td>
<td><strong>Individual behaviour</strong></td>
<td><strong>Individual thinking</strong></td>
<td><strong>The influence of others</strong></td>
</tr>
<tr>
<td>- Psychological science A</td>
<td>- Psychological science B</td>
<td>- Localisation of function in the brain</td>
<td>- Social psychology</td>
</tr>
<tr>
<td>- The role of the brain</td>
<td>- Intelligence</td>
<td>- Visual perception</td>
<td>- Interpersonal processes</td>
</tr>
<tr>
<td>- Cognitive development</td>
<td>- Diagnosis</td>
<td>- Memory</td>
<td>- Attitudes</td>
</tr>
<tr>
<td>- Human consciousness and sleep</td>
<td>- Psychological disorders and treatments</td>
<td>- Learning</td>
<td>- Cross-cultural psychology</td>
</tr>
<tr>
<td></td>
<td>- Emotion and motivation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>
Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scientific literacy and working scientifically</td>
<td>• Science for the workplace</td>
</tr>
<tr>
<td>• Workplace health and safety</td>
<td>• Resources, energy and sustainability</td>
</tr>
<tr>
<td>• Communication and self-management</td>
<td>• Health and lifestyles</td>
</tr>
<tr>
<td></td>
<td>• Environments</td>
</tr>
<tr>
<td></td>
<td>• Discovery and change</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Collection of work</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A response to a series of tasks relating to a single topic in a module of work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

At least three different components from the following:
- written: 200–300 words
- spoken: 1½ –2½ minutes
- multimodal
  - non-presentation: 6 A4 pages max (or equivalent)
  - presentation: 2–3 minutes
- performance: continuous class time
- test: 20–30 minutes
- 50–250 words per item.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item
Business
Year 9 Subjects

Business
Year 10

Legal Studies
Year 10

Accounting
Year 10

Certificate I
Business
Year 10

Business
Year 11 & 12

Legal Studies
Year 11 & 12

Accounting
Year 11 & 12

Certificate III
Business
Year 11 & 12

Head of Department – Mrs Leigh Mackay
lhapg1@eq.edu.au
3327 1570
Kenmore State High School Senior Subject Guide  (Year 11 & 12)

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Accounting
General senior subject

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

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

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

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

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Real world accounting**  
  - Accounting for a service business — cash, accounts receivable, accounts payable and no GST  
  - End-of-month reporting for a service business | **Management effectiveness**  
  - Accounting for a trading GST business  
  - End-of-year reporting for a trading GST business | **Monitoring a business**  
  - Managing resources for a trading GST business — non-current assets  
  - Fully classified financial statement reporting for a trading GST business | **Accounting — the big picture**  
  - Cash management  
  - Complete accounting process for a trading GST business  
  - Performance analysis of a listed public company |
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Summative internal assessment 1 (IA1):**  
  • Examination — combination response | 25%  
  **Summative internal assessment 3 (IA3):**  
  • Project — cash management | 25%  |
| **Summative internal assessment 2 (IA2):**  
  • Examination — short response | 25%  
  **Summative external assessment (EA):**  
  • Examination — short response | 25%  |
Business
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business creation</strong></td>
<td><strong>Business growth</strong></td>
<td><strong>Business diversification</strong></td>
<td><strong>Business evolution</strong></td>
</tr>
<tr>
<td>• Fundamentals of business</td>
<td>• Establishment of a business</td>
<td>• Competitive markets</td>
<td>• Repositioning a business</td>
</tr>
<tr>
<td>• Creation of business ideas</td>
<td>• Entering markets</td>
<td>• Strategic development</td>
<td>• Transformation of a business</td>
</tr>
</tbody>
</table>
Assessment

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<tr>
<th>Unit 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong> 25%</td>
<td><strong>Summative internal assessment 2 (IA2):</strong> 25%</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — business report</td>
</tr>
<tr>
<td><strong>Summative internal assessment 3 (IA3):</strong> 25%</td>
<td><strong>Summative external assessment (EA):</strong> 25%</td>
</tr>
<tr>
<td>• Extended response — feasibility report</td>
<td>• Examination — combination response</td>
</tr>
</tbody>
</table>
Design
General senior subject

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design in practice</strong></td>
<td><strong>Commercial design</strong></td>
<td><strong>Human-centred design</strong></td>
<td><strong>Sustainable design</strong></td>
</tr>
<tr>
<td>• Experiencing design</td>
<td>• Explore — client needs and wants</td>
<td>• Designing with empathy</td>
<td>• Explore — sustainable design opportunities</td>
</tr>
<tr>
<td>• Design process</td>
<td>• Develop — collaborative design</td>
<td></td>
<td>• Develop — redesign</td>
</tr>
<tr>
<td>• Design styles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Summative internal assessment 1 (IA1):**  
  • Examination — design challenge | 15%  
  **Summative internal assessment 3 (IA3):**  
  • Project | 25% |
| **Summative internal assessment 2 (IA2):**  
  • Project | 35%  
  **Summative external assessment (EA):**  
  • Examination — design challenge | 25% |
Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing’s personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating with code</td>
<td>Application and data solutions</td>
<td>Digital innovation</td>
<td>Digital impacts</td>
</tr>
<tr>
<td>Understanding digital problems</td>
<td>Data-driven problems and solution requirements</td>
<td>Interactions between users, data and digital systems</td>
<td>Digital methods for exchanging data</td>
</tr>
<tr>
<td>User experiences and interfaces</td>
<td>Data and programming techniques</td>
<td>Real-world problems and solution requirements</td>
<td>Complex digital data exchange problems and solution requirements</td>
</tr>
<tr>
<td>Algorithms and programming techniques</td>
<td>Prototype data solutions</td>
<td>Innovative digital solutions</td>
<td>Prototype digital data exchanges</td>
</tr>
<tr>
<td>Programmed solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Investigation — technical proposal</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Project — digital solution</td>
<td>• Examination</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Food & Nutrition
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Food science of vitamins, minerals and protein  
- Introduction to the food system  
- Vitamins and minerals  
- Protein  
- Developing food solutions | Food drivers and emerging trends  
- Consumer food drivers  
- Sensory profiling  
- Labelling and food safety  
- Food formulation for consumer markets | Food science of carbohydrate and fat  
- The food system  
- Carbohydrate  
- Fat  
- Developing food solutions | Food solution development for nutrition consumer markets  
- Formulation and reformulation for nutrition consumer markets  
- Food development process |
Assessment

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Summative assessments

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<thead>
<tr>
<th>Summative internal assessment 1 (IA1):</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>20%</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project — folio</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>25%</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>Project — folio</td>
<td></td>
<td>Examination</td>
</tr>
</tbody>
</table>
Legal Studies
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
• comprehend legal concepts, principles and processes
• select legal information from sources
• analyse legal situations
• evaluate legal situations
• create responses that communicate meaning.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beyond reasonable doubt</strong></td>
<td><strong>Balance of probabilities</strong></td>
<td><strong>Law, governance and change</strong></td>
<td><strong>Human rights in legal contexts</strong></td>
</tr>
<tr>
<td>- Legal foundations</td>
<td>- Civil law foundations</td>
<td>- Governance in Australia</td>
<td>- Human rights</td>
</tr>
<tr>
<td>- Criminal investigation process</td>
<td>- Contractual obligations</td>
<td>- Law reform within a dynamic society</td>
<td>- The effectiveness of international law</td>
</tr>
<tr>
<td>- Criminal trial process</td>
<td>- Negligence and the duty of care</td>
<td></td>
<td>- Human rights in Australian contexts</td>
</tr>
<tr>
<td>- Punishment and sentencing</td>
<td></td>
<td></td>
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</tbody>
</table>
Assessment

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<th>Unit 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Fashion
Applied senior subject

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

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.

Structure
The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion culture</td>
<td>Adornment</td>
</tr>
<tr>
<td>Fashion technologies</td>
<td>Accessories</td>
</tr>
<tr>
<td>Fashion design</td>
<td>Millinery</td>
</tr>
<tr>
<td></td>
<td>Wearable art</td>
</tr>
<tr>
<td></td>
<td>Collections</td>
</tr>
<tr>
<td></td>
<td>Fashion designers</td>
</tr>
<tr>
<td></td>
<td>Fashion in history</td>
</tr>
<tr>
<td></td>
<td>Haute couture</td>
</tr>
<tr>
<td></td>
<td>Sustainable clothing</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
</tr>
<tr>
<td></td>
<td>Theatrical design</td>
</tr>
<tr>
<td></td>
<td>Merchandising</td>
</tr>
</tbody>
</table>
Assessment

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

- two projects
- one extended response.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response applies identified skill/s in fashion technologies and design processes.</td>
</tr>
</tbody>
</table>

A project consists of a product component and at least one of the following components:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Product</th>
</tr>
</thead>
</table>
| | Presented in one of the following modes:  
  - written: 600–1000 words  
  - spoken: 3–4 minutes  
  - multimodal: 4–7 minutes. | Presented in one of the following modes:  
  - written: 600–1000 words  
  - spoken: 3–4 minutes  
  - multimodal: 4–7 minutes. | products 1–4 |
Industrial Technology Skills
Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

The Industrial Technology Skills course is designed around:

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Industry area</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Automotive</td>
<td>Automotive mechanical</td>
</tr>
<tr>
<td>Production processes</td>
<td></td>
<td>Automotive body repair</td>
</tr>
<tr>
<td></td>
<td>Building and construction</td>
<td>Automotive electrical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bricklaying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plastering and painting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concreting</td>
</tr>
</tbody>
</table>
• Carpentry
• Tiling
• Landscaping

Furnishing
• Cabinet-making
• Furniture finishing
• Furniture-making
• Glazing and framing
• Upholstery

### Assessment

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism as an industry</td>
<td>Technology and tourism</td>
</tr>
<tr>
<td>The travel experience</td>
<td>Forms of tourism</td>
</tr>
<tr>
<td>Sustainable tourism</td>
<td>Tourist destinations and attractions</td>
</tr>
<tr>
<td></td>
<td>Tourism marketing</td>
</tr>
<tr>
<td></td>
<td>Types of tourism</td>
</tr>
<tr>
<td></td>
<td>Tourism client groups</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item
Certificate III in Business BSB30115
(Embark College RTO Code 0699)
Stand Alone VET Certificate Course

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 credit points 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 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.

Structure

The Certificate III in Business BSB30115 consists of twelve (12) units of competency including 1 core unit and 11 elective units. The Core Unit is BSBWHS302 - Apply knowledge of WHS legislation in the workplace

Elective units include:
- HLTAID001 Provide cardiopulmonary resuscitation
- HLTAID002 Provide basic emergency life support
- HLTAID003 Provide first aid
- HLTAID004 Provide an emergency first aid response in an education and care setting
- BSBCMM301 Process customer complaints
- BSBITU302 Create electronic presentations
- BSBITU304 Produce spreadsheets
- BSBITU306 Design and produce business documents
- BSBWRT301 Write simple documents
- BSBINN301 Promote innovation in teams
- BSBFLM303 Contribute to effective workplace relationships

Assessment

Participants will be required to successfully complete a series of assessment tasks which will include a folio, written activities, observation / practical demonstration, simulated activities, case studies and role plays.

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.

Pathways
Obtaining a Certificate III in Business makes students immediately employable in the business industry and provides opportunity for higher level studies such as diploma or degrees.

Course Information current as at 20 June 2019
Certificate I in Hospitality SIT10216
(KSHS RTO Code 30071)
Stand Alone VET Certificate Course

Overview
Hospitality is a two year standalone VET subject offered in Years 11 and 12. It gives students National Industry recognition and does contribute to 2 QCE credit points.

Objectives
The area of Hospitality is a growth area for employment. Certificate I in Hospitality is a nationally recognized 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 6 units.

Core Units:
- BSBWOR203 Work effectively with others
- SITXCCS001 Provide customer information and assistance
- SITXWHS001 Participate in safe work practices
- SITHFAB005 Prepare and serve expresso coffee
- SITHCCC00 Prepare and present sandwiches
- HLTAID003 Provide First Aid

Learning Experiences
- Excursions to hospitality venues
- Working in commercial kitchens
- Participation in food production each week
- Catering and serving at internal and external functions

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 events, including school functions.
- Students must be willing to actively participate in all aspects of the work.

Cost
The cost for this course is anticipated to be:
- Uniform $80 (chefs pants, jacket, hat)
- Kitchen Safety Footwear $60 (clogs, shoes, boots)
- Estimated food cost $80 per semester
- Hospitality Kitchen Skills recipe/ work plan booklet $35 (available to purchase from the book room)
If students have previously accessed VETiS funding, it is possible to participate in the course as a full fee paying student. Contact the Transitions and Pathways Head of Department for further information.

Work Placement

No Work Placement is required for Certificate I in Hospitality

Special Requirements

- It is preferred that students entering this subject must commence the subject at the beginning of Year 11
- Be prepared to participate in practical food production lessons by bringing ingredients, tea towel and container each week
- Wear full hospitality uniform for all practical lessons
- Special start time of 8am for practical lessons
- Have a serious commitment to the Hospitality industry and a strong work ethos
- 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 events, including school functions
- 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 20 June 2019
Overview

Hospitality is a two year standalone VET subject offered in Years 11 and 12. It gives students National Industry recognition and does contribute to 6 QCE credit points. The course is delivered by Kenmore State High School teachers in the usual 3 x 70 minute lesson format. However, Club Training is the issuing Registered Training Organisation.

Objectives

Hospitality is a growth area for employment and Certificate II provides students with a nationally recognized 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 II in Hospitality.

Structure

The course includes units from the National Hospitality Training Package and will consist of 12 units.

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203 Work effectively with others</td>
<td>HLTAD003 Provide first aid</td>
</tr>
<tr>
<td>SITHIND002 Source and use information on the Hospitality industry</td>
<td>SITXCCS002 Provide visitor information</td>
</tr>
<tr>
<td>SITHIND003 Use Hospitality skills effectively</td>
<td>SITHFAB002 Provide responsible service of alcohol</td>
</tr>
<tr>
<td>SITXCCS003 Interact with customers</td>
<td>SITHFAB005 Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXCOM002 Show social &amp; cultural sensitivity</td>
<td>BSBCM201 Communicate in the workplace</td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td></td>
</tr>
<tr>
<td>SITXFSA001 Use hygienic practices for food safety</td>
<td></td>
</tr>
</tbody>
</table>

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 events, including school functions.
- Students must be willing to actively participate in all aspects of the work.

Learning Experiences include:
- Excursions to hospitality venues
- Working in commercial kitchens
- Participation in food production each week
- Catering and serving at internal and external functions
Cost

The cost for this course is anticipated to be:
Uniform $80 (chef’s pants, jacket and hat)
Kitchen Safety Footwear $60 (clogs, shoes, boots)
Estimated food cost $80 per semester
Hospitality Kitchen Skills recipe/ work plan booklet $35 (available to purchase from the book room)

Work Placement

Students need to complete 12 X 4 hour shifts in the Hospitality Industry.

Special Requirements

- 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.
- Wear FULL Hospitality uniform for all practical lessons
- Special start time of 8am for practical lessons
- Have a serious commitment to the Hospitality industry and a strong work ethos
- Participate in 12 service shifts at work or placement in industry at local establishments (mandatory).

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 in Hospitality providing the core units are completed successfully.
- Risk Assessment guidelines are to be practiced and closely adhered to by every student.

*Failure of students to comply would mean they may be excluded for 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 20 June 2019
Certificate III in Early Childhood Education and Care  
CHC30113 (Embark College RTO Code 0699)  
Stand Alone VET Certificate Course

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 Embark College.

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 18 self-paced units over 4 semesters and all units can be accessed online by students. First aid is also included.

Core Units:
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCECE001 Develop cultural competence
- CHCECE002 Ensure the health and safety of children
- CHCECE003 Provide care for children
- CHCECE004 Promote and provide healthy food and drinks
- CHCECE005 Provide care for babies and toddlers
- CHCECE007 Develop positive and respectful relationships with children
- CHCECE009 Use an approved learning framework to guide practice
- CHCECE010 Support the holistic development of children in early childhood
- CHCECE011 Provide experiences to support children’s play and learning
- CHCECE013 Use information about children to inform practice
- CHCLEG001 Work legally and ethically
- CHCPRT001 Identify and respond to children and young people at risk
- HLTAID004 Provide an emergency first aid response in an education and care setting
- HLTWHS001 Participate in workplace health and safety

Elective Units:
- HLTAID001 Provide cardiopulmonary resuscitation
- HLTAID002 Provide basic emergency life support
- HLTAID003 Provide first aid
- CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

Assessment
- Early Childhood students will be assessed by a variety of techniques:
  - Field Observations with Log Compilation recorded in their Student Record Book.
  - Extended writing
  - Oral report
  - Industry placement and produce a folio of resources
Cost
The course is administered by Embark College, an external RTO and payment is approximately $500.

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 up to 120 hours of work placement to obtain a complete certificate III over the two years of the course.

Special Requirements
Blue Card - By law students who take part in this subject will be required to apply for a Blue Card through the Department of Child Safety. 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
Obtaining a Certificate III may allow students to attain a rank equivalent of an OP15. A certificate III makes students immediately employable in the childcare industry, including working in a childcare centre or as a nanny. This course opens Diploma opportunities in Early Childhood.
Obtaining a Certificate III reduces the course duration of the Bachelor Education in Early Childhood Studies by 6 months.

Course Information current as at 20 June 2019
Health and Physical Education
(Compulsory Years 7-9)

- Health Education Year 10
  - Health Education Year 11 & 12
- Physical Education Year 10
  - Physical Education Year 11 & 12
- Health & Physical Education Year 10
  - Sport and Recreation Year 11 & 12
    - Sport and Recreation - Football Year 11 & 12
- Football A & B Year 10
  - Cert II in Sport & Recreation & Cert III in Fitness Year 11 & 12
  - Cert IV in Fitness Year 11 & 12

Head of Department - Mr Michael Walker
mwalk70@eq.edu.au
3327 1556
### Health

**General senior subject**

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Resilience as a personal health resource   | Peers and family as resources for healthy living
  • Alcohol (elective)  
  • Body image (elective) | Community as a resource for healthy living
  • Homelessness (elective)  
  • Road safety (elective)  
  • Anxiety (elective) | Respectful relationships in the post-schooling transition |
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Investigation — action research</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Investigation — analytical exposition</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Examination — extended response</td>
<td><strong>Summative external assessment (EA):</strong>&lt;br&gt;• Examination</td>
</tr>
</tbody>
</table>
Physical Education
General senior subject

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning, functional anatomy, biomechanics and physical activity</td>
<td>Sport psychology, equity and physical activity</td>
<td>Tactical awareness, ethics and integrity and physical activity</td>
<td>Energy, fitness and training and physical activity</td>
</tr>
<tr>
<td>• Motor learning integrated with a selected physical activity</td>
<td>• Sport psychology integrated with a selected physical activity</td>
<td>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</td>
<td>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</td>
</tr>
<tr>
<td>• Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Equity — barriers and enablers</td>
<td>• Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Sport & Recreation
Applied senior subject

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td>• Rhythmic and expressive movement activities</td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
<tr>
<td>• Sport and recreation physical activities</td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>• 2–4 minutes*</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>• 50–250 words per item</td>
<td></td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal: 3–6 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• performance: 2–4 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Evidence must include annotated records that clearly identify the application of standards to performance.
Sport & Recreation - Football
Applied senior subject

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

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

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

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

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

Pathways
A course of study in Sport & Recreation - Football can establish a basis for further education and employment in the fields of professional athletes, fitness, sports administration, community recreation and sport performance.
Structure

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
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</tr>
<tr>
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<td>• Lifelong physical activities</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

Assessment

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

• one project (annotated records of the performance is also required)

• one investigation, extended response or examination.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>• performance: 2–4 minutes*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Evidence must include annotated records that clearly identify the application of standards to performance.
Certificate II in Sport and Recreation SIS20115
Certificate III in Fitness SIS30315 (combined)
(The College of Health and Fitness RTO Code 30798)
Stand Alone VET Certificate Course

Overview
This course combines two nationally recognised qualifications to give students an edge in the fitness industry and to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. Students with the Certificate III in Fitness qualification can work as a fitness instructor in a variety of settings and are responsible for the implementation and supervision of members and clients during exercise programs conducted on the gym floor.

Objectives
- To become competent in a range of administrative activities and functions within a team and under supervision.
- Learn practical skills and basic sport and recreation industry knowledge
- Develop skills to be able to work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

Structure
Students must successfully display competency in all of the following units to qualify for the certificate

<table>
<thead>
<tr>
<th>Cert II in Sport and Recreation SIS20115</th>
<th>Cert III in Fitness SIS30315</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td><strong>Core</strong></td>
</tr>
<tr>
<td>BSBWOR202 Organise and complete daily work activities</td>
<td>SISFFIT001 Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>HLTAID003 Provide first aid</td>
<td>SISFFIT002 Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>HLTWHS001 Participate in workplace health and safety</td>
<td>SISFFIT003 Instruct fitness programs</td>
</tr>
<tr>
<td>SISXCAI002 Assist with activity sessions</td>
<td>SISFFIT014 Incorporate anatomy and physiology principles into fitness programming delivery</td>
</tr>
<tr>
<td>SISXCCS001 Provide quality service</td>
<td>SISFFIT005 Provide healthy eating information</td>
</tr>
<tr>
<td>SISXEMR001 Respond to emergency situations</td>
<td>SISFFIT0014 Instruct exercise to older clients</td>
</tr>
<tr>
<td>SISXIND001 Work effectively in sport, fitness and recreation environments</td>
<td>SISXCCS001 Provide quality service (Cert II core)</td>
</tr>
<tr>
<td>SISXIND002 Maintain sport, fitness and recreation industry knowledge</td>
<td>SISXFAC001 Maintain equipment for activities (Cert II Electives)</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>BSBRSK401 Identify risk and apply risk management processes</td>
<td>(Cert II Electives)</td>
</tr>
<tr>
<td>SISXCAI006 Facilitate groups</td>
<td>SISXIND001 Work effectively in sport, fitness and recreation environments (Cert II core)</td>
</tr>
<tr>
<td>SISXFAC001 Maintain equipment for activities</td>
<td>Electives</td>
</tr>
<tr>
<td>SISXFAC002 Maintain sport, fitness and recreation facilities</td>
<td>BSBRSK401 Identify risk and apply risk management processes (Cert II electives)</td>
</tr>
<tr>
<td>BSBCMCM201 Communicate in the workplace</td>
<td>HLTAID003 Provide first aid (Cert II core)</td>
</tr>
<tr>
<td></td>
<td>HLTWHS001 Participate in workplace health and safety (Cert II core)</td>
</tr>
<tr>
<td></td>
<td>SISFFIT006 Conduct fitness appraisals</td>
</tr>
<tr>
<td></td>
<td>SISXCAI006 Facilitate groups (Cert II Elective)</td>
</tr>
<tr>
<td></td>
<td>SISFFIT011 Instruct approved community fitness programs</td>
</tr>
<tr>
<td></td>
<td>BSBCMCM201 Communicate in the workplace (Cert II electives)</td>
</tr>
</tbody>
</table>
Learning Experiences

Students will encounter a diverse range of learning experiences. Some of these include:

- Assisting with the delivery of school and District swimming, cross country and athletics events.
- Coaching, running and managing school based competitions; class based sports sessions.
- Participating in gym sessions at Genesis Fitness Jindalee once a term
- Compulsory First Aid Course: HLTAID003 Provide first aid
- Completing Coaching Courses

Assessment

All students will be enrolled in an online e-learning platform through The College of Health and Fitness. Methods of assessment include, but are not restricted to: practical demonstration of skills, oral presentations, short answer tests, workbooks, case studies, written reports, micro teaching and coaching plans. Students follow the competency requirements of both qualifications by responding to short answer questions in workbooks and assignment tasks, and planning for coaching, assisting / supporting recreational and sport practical sessions.

Cost

The course is delivered by an external RTO and uses VETiS funding. If students have already accessed VETiS funding, it is possible to participate in the course as a full fee paying student at a cost of approximately $900 which can be paid upfront or on a monthly direct debit. Contact the Transitions and Pathways Head of Department for further information.

Work Placement

- Students are encouraged to undertake work experience in the Recreation/Fitness Industry to demonstrate that they can apply recreation specific knowledge and skills in a work environment.

Special Requirements

- The course is delivered using an online platform. As such, students must have a working laptop for every lesson as well as internet access. Students need to download the “Acrobat Adobe Reader” if they can’t access the work.
- Students will receive a free 12 month gym membership to Genesis Fitness Jindalee to use outside of school hours. All students enrolled in this course may be required to attend school and District swimming; cross country and Athletics carnivals to assist the staff conducting these carnivals as well as mandated gym sessions at Centenary Fitness during the school term.
- The Qld Government has mandated, under the Working with Children (Risk Management and Screening) Act 2000, that students enrolled in this course MUST obtain a valid Working with Children blue card before they commence a practical coaching / facilitating role as part of their studies.
- No pre-requisites apply to this course but interest in organising or coaching sport / physical activity is an advantage.

Pathways

This course can lead to future careers as a fitness instructor, community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, membership consultant/receptionist, grounds assistant or facility assistant.

Course Information current as at 20 June 2019
Certificate IV in Fitness SIS40215
(The College of Health and Fitness RTO Code 30798)
Stand Alone VET Certificate Course

Overview
The Certificate IV in Fitness course will supply students with the knowledge and skills to operate a business within the fitness industry. Students will gain knowledge on providing supervision and guidance to others in the application and planning of fitness training and activities, and learn basic workplace training.

Objectives
- Learn real-life skills
- The ability to plan, conduct and evaluate exercise training, provide leadership and guidance to clients and other staff and manage business activities
- Learn the skills and knowledge for an individual to be competent in a range of activities and functions to work in the fitness industry, including working independently in a broad range of settings, such as within fitness centres, gyms, community facilities and in open spaces
- Graduates will have the capacity to work within individual clients, on a one-on-one basis, work with small groups, as well as train indoors and outdoors

Structure
Students must successfully display competency in all of the following units to qualify for the certificate

Course Subjects– SIS40215

<table>
<thead>
<tr>
<th>Fitness Units</th>
<th>Business Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT013 Instruct exercise to young people aged 13-17 years</td>
<td>BSBMB401 Establish legal and risk management requirements of small business</td>
</tr>
<tr>
<td>SISFFIT015 Collaborate with medical and allied health professionals in a fitness context</td>
<td>BSBMB403 Market the small business</td>
</tr>
<tr>
<td>SISFFIT016 Provide motivation to positively influence exercise behavior</td>
<td>BSBMB404 Undertake small business planning</td>
</tr>
<tr>
<td>SISFFIT017 Instruct long-term exercise programs</td>
<td>BSBMB406 Manage small business finances</td>
</tr>
<tr>
<td>SISFFIT019 Incorporate exercise science principles into fitness programming</td>
<td>BSBFRRA301 Work within a franchise</td>
</tr>
<tr>
<td>SISFFIT018 Promote functional movement capacity</td>
<td>BSBMB405 Monitor and manage small business operations</td>
</tr>
<tr>
<td>SISFFIT020 Instruct exercise programs for body composition goals</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Skill and knowledge assessments are an essential step in progressing through the course. All students will be enrolled in an online e-learning platform through The College of Health and Fitness. Methods of assessment include, but are not restricted to: practical demonstration of skills, oral presentations, short answer tests, workbooks, case studies, review questions. Students follow the competency requirements of the Certificate IV in Fitness qualification by responding to short answer questions in workbook and assignment tasks, and planning how to write and execute a program for client/s.

Cost

The total cost is $1,100 which can be paid upfront, or a $300 deposit may be paid followed by $20 direct debit payments per week until the balance is paid. Students will also receive a complimentary gym membership* at Genesis Jindalee for the school year of 2019 this will enable students to familiarise themselves with modern commercial gym facilities while completing the qualification.

Work Placement

All students are required to complete work placement as part of this course to help you develop your skills and knowledge in the fitness industry. Students are encouraged to undertake work experience in relevant areas of the workplace. This consists of 40 hours of practical training in relevant areas of the workplace and includes the completion of the practicum log book with the guidance of a registered fitness professional, Physical Education teacher, Exercise Physiologist, Fitness Centre Manager, Gym Owner or other person approved by The College of Health and Fitness.

Supervised practical sessions within the course can be included in the 40 hours, as long as they are documented and signed off by the teacher/trainer. Other hours can be completed with a local industry professional or at a fitness facility. Hours can also be completed working with allied health professionals or sports coaches for example. Business skills practicum may be completed in any business environment. It is however important to make sure that the practical experience is relevant. You must provide supporting practical hour’s evidence relating to each unit of competency you are studying.

Pathways

Those holding a Certificate III and Certificate IV in Fitness are qualified to work in the widest areas of health and fitness. Certificate IV qualifies you to own and run your personal training business, as well as work in all health club fields. Gyms, fitness centres, boot camps, small group training centres, personal training studios, holistic lifestyle centres, cruise ships and more.

Course Information current as at 20 June 2019
Languages

Japanese
Year 10

German
Year 10

German Immersion (GI) Program
Year 10
Mandatory Subjects:
GI German, GI Science, GI Maths Extension

Japanese
Year 11 & 12

German
Year 11 & 12

German
Year 11
German Extension
Year 12

Head of Department – Chrissie Geuthner
cgeut1@eq.edu.au
33271518
German Immersion
General senior subject

German Immersion students complete the first year of this general German subject in year 10 and the second year of this subject in year 11. They continue into German Extension in year 12.

German
General senior subject

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

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

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

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, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Use strategies to maintain communication and exchange meaning in German

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.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Meine Welt**
  *My world*
  - Family/carers and friends
  - Lifestyle and leisure
  - Education | **Unsere Welt erkunden**
  *Exploring our world*
  - Travel
  - Technology and media
  - The contribution of German culture to the world | **Unsere Gesellschaft**
  *Our society*
  - Roles and relationships
  - Socialising and connecting with my peers
  - Groups in society | **Meine Zukunft**
  *My future*
  - Finishing secondary school, plans and reflections
  - Responsibilities and moving on |

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Summative internal assessment 1 (IA1):**
  - Examination — short response | **Summative internal assessment 3 (IA3):**
  - Extended response |
| 15% | 30% |
| **Summative internal assessment 2 (IA2):**
  - Examination — combination response | **Summative external assessment (EA):**
  - Examination — combination response |
| 30% | 25% |
German Extension
General senior subject

German Extension equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. 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.

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.

Students engage with creative thought and expression in German in an increasingly complex range of social and cultural contexts. As students develop their analytical, creative and critical thinking in German, they reflect on their perspectives and attitudes and develop a deeper appreciation of cultural context as they analyse, investigate and create a range of German texts. Students develop 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.

German Extension is a course of study consisting of two units. It is an extension of the General syllabus in German and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in German, or its equivalent.

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 understand how meaning is conveyed in texts
• apply knowledge of language elements, structures and textual conventions to create meaning in texts
• identify how meaning, attitudes, perspectives and values underpin texts and influence audiences
• analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments
• create texts that convey information and ideas in German for context, purpose, audience and cultural conventions
• structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.
Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided investigation</strong>&lt;br&gt;The school chooses two areas of study from the list below:&lt;br&gt;• literature&lt;br&gt;• the arts&lt;br&gt;• social sciences&lt;br&gt;• media studies&lt;br&gt;• innovation, science and technology&lt;br&gt;• business and commerce.</td>
<td><strong>Independent investigation</strong>&lt;br&gt;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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Examination — combination response</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Project — investigative folio</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Examination — extended response</td>
<td><strong>Summative external assessment (EA):</strong>&lt;br&gt;• Examination — extended response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>私のくらし My world</td>
<td>私達のまわり Exploring our world</td>
<td>私達の社会 Our society</td>
<td>私の将来 My future</td>
</tr>
<tr>
<td>Family/carers and friends</td>
<td>Travel</td>
<td>Roles and relationships</td>
<td>Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>Lifestyle and leisure</td>
<td>Technology and media</td>
<td>Socialising and connecting with my peers</td>
<td>Responsibilities and moving on</td>
</tr>
<tr>
<td>Education</td>
<td>The contribution of Japanese culture to the world</td>
<td>Groups in society</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Summative internal assessment 1 (IA1):</th>
<th>Unit 3</th>
<th>Summative internal assessment 3 (IA3):</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination — short response</td>
<td>15%</td>
<td>Extended response</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative internal assessment 2 (IA2):</th>
<th>Unit 3</th>
<th>Summative external assessment (EA):</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination — combination response</td>
<td>30%</td>
<td>Examination — combination response</td>
<td>25%</td>
</tr>
</tbody>
</table>
Performing Arts

- Music Extension
  - A & B
  - Year 10
- Music A
  - Year 10
- Drama
  - A & B
  - Year 10
- Dance
  - A & B
  - Year 10
- Music
  - Year 11 & 12
- Music Extension
  - Year 12
- Drama
  - Year 11 & 12
- Dance
  - Year 11 & 12

Head of Department – Barbara Levien
blevi9@eq.edu.au
3327 1534
Dance
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Performance</td>
<td>• Project — dance work</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Choreography</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>
Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

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

**Pathways**

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

**Objectives**

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

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

**Structure**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share</strong>&lt;br&gt;How does drama promote shared understandings of the human experience?&lt;br&gt;• cultural inheritances of storytelling&lt;br&gt;• oral history and emerging practices&lt;br&gt;• a range of linear and non-linear forms</td>
<td><strong>Reflect</strong>&lt;br&gt;How is drama shaped to reflect lived experience?&lt;br&gt;• Realism, including Magical Realism, Australian Gothic&lt;br&gt;• associated conventions of styles and texts</td>
<td><strong>Challenge</strong>&lt;br&gt;How can we use drama to challenge our understanding of humanity?&lt;br&gt;• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre&lt;br&gt;• associated conventions of styles and texts</td>
<td><strong>Transform</strong>&lt;br&gt;How can you transform dramatic practice?&lt;br&gt;• Contemporary performance&lt;br&gt;• associated conventions of styles and texts&lt;br&gt;• inherited texts as stimulus</td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Project — practice-led project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — dramatic concept</td>
<td>25%</td>
</tr>
<tr>
<td>20%</td>
<td>• Examination — extended response</td>
</tr>
</tbody>
</table>
Music
General senior subject

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

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

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

Pathways
A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives
By the conclusion of the course of study, students will:
- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

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

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Performance</td>
<td>• Integrated project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>
Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and 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.

Pathways
A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives
By the conclusion of the course of study, students will:
- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>Key idea 1: Initiate best practice</td>
<td>Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Composition 1</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Composition 2</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
<td>35%</td>
</tr>
<tr>
<td>Composition project</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td>25%</td>
</tr>
<tr>
<td>Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
Music Extension (Musicology)
General senior subject

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and 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 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.

Pathways
A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives
By the conclusion of the course of study, students will:
- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore</td>
<td>Emerge</td>
</tr>
<tr>
<td>Key idea 1: Initiate best practice</td>
<td>Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation 1</td>
<td>• Musicology project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation 2</td>
<td>25%</td>
</tr>
<tr>
<td>20%</td>
<td>• Examination — extended response</td>
</tr>
</tbody>
</table>
Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and 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 Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways
A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives
By the conclusion of the course of study, students will:
- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>• Key idea 1: Initiate best practice</td>
<td>• Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>• Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Investigation 1</td>
<td>• Performance project</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Investigation 2</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
Film, Television & New Media
General senior subject

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>Story forms</strong></td>
<td><strong>Participation</strong></td>
<td><strong>Identity</strong></td>
</tr>
<tr>
<td>• Concept: technologies How are tools and associated processes used to create meaning?</td>
<td>• Concept: representations How do representations function in story forms?</td>
<td>• Concept: technologies How do technologies enable or constrain participation?</td>
<td>• Concept: technologies How do media artists experiment with technological practices?</td>
</tr>
<tr>
<td>• Concept: institutions How are institutional practices influenced by social, political and economic factors?</td>
<td>• Concept: audiences How does the relationship between story forms and meaning change in different contexts?</td>
<td>• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</td>
<td>• Concept: representations How do media artists portray people, places, events, ideas and emotions?</td>
</tr>
<tr>
<td>• Concept: languages How do signs and symbols, codes and conventions create meaning?</td>
<td>• Concept: languages How are media languages used to construct stories?</td>
<td>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</td>
<td>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong> Case study investigation</td>
<td>15% <strong>Summative internal assessment 3 (IA3):</strong> Stylistic project</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong> Multi-platform project</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Summative external assessment (EA):** 25%

• Examination — extended response
Visual Art
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

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<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — inquiry phase 1</td>
<td>• Project — inquiry phase 3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — inquiry phase 2</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Certificate I in Visual Art CUA10315 &
Certificate II in Creative Industries CUA20215
(KSHS RTO Code 30071)
Stand Alone VET Certificate Course

Overview

The multimedia industry is now a powerful industry sector and a significant employer. It has links to the film, music, IT and print publishing industries. Through the development of “ecommerce”, multimedia adds value to every other industry sector in the economy. Certificate I in Visual Art and Certificate II Creative Industries (VCA) is a vocational subject with a visual communication and graphic design focus. It offers students training relevant to employment in a wide range of creative fields including the multimedia communications, promotions, graphic design and printing industries. While there are no formal pre-requisites for these courses, students should display a reasonable flair for art, computers and visual problem solving. These certificates are part of the CUA - Creative Arts and Culture Training Package and are accredited under the Australian Qualifications Framework (AQF).

Objectives

Learning is achieved through practical activities. Students become familiar with multimedia by responding to design briefs for projects such as web pages, posters and photographic folios. Students work on, personal, team and community projects.

Structure

The course introduces students to the multimedia and creative industries. It explores the various sections within the field and provides an overview of career opportunities.

<table>
<thead>
<tr>
<th>Certificate I Visual Arts</th>
<th>Certificate II Creative Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>BSBWOR203 Work effectively with others</td>
</tr>
<tr>
<td>CUAACD101 Use basic drawing techniques</td>
<td>CUAIND201 Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td>CUAPPR101 Use ideas and techniques to develop creative work</td>
<td>CUAWHS302 Apply work health and safety practices</td>
</tr>
<tr>
<td>BSBCRT101 Apply critical thinking techniques</td>
<td>BSBDES201 Follow a design process</td>
</tr>
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<td>BSBCRT101 Apply critical thinking techniques</td>
</tr>
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<td>CUAIND201 Develop and apply creative arts industry knowledge</td>
<td>CUAACD101 Use basic drawing techniques</td>
</tr>
<tr>
<td></td>
<td>SITTTSL201 Operate an online information system</td>
</tr>
<tr>
<td></td>
<td>CUADIG201 Maintain interactive content</td>
</tr>
<tr>
<td></td>
<td>CUADIG202 Develop digital imaging skills</td>
</tr>
<tr>
<td></td>
<td>ICPDMT322 Edit a digital image</td>
</tr>
</tbody>
</table>
Assessment

- Folio work consisting of a suite of specified tasks
- Practical tasks such as thematic graphic packages for specified clients
- Competencies are confirmed via theory workbooks and practical demonstrations

Cost

There is no cost associated with this course.

Work Placement

There is no work placement required with this course.

Pathways

This course may lead to a range of careers including advertising and marketing, commercial art, graphic design, industrial design, built environment, multi-media production, digital content design, computer game design, photography, animation, print industry and web site design.

Course Information current as at 20 June 2019
The Access program in the Senior School equips students with a range of necessary skills to complete senior schooling at Kenmore SHS. Senior students will engage in the Access program which is delivered one lesson per week. The focus for each year level in the senior school supports the stage of senior schooling.

- **Year 10**: Careers and pathways including subject selection for Years 11 and 12
- **Year 11**: Range of Certificate I and II courses
- **Year 12**: Self directed student learning
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Cost/Funding</th>
<th>Requirements</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I in Information, Digital Media and Technologies BRAKE Driving Program</td>
<td>Students will learn a range of basic computer skills using a range of Microsoft software. Students will also participate in a driver awareness program and discuss important road issues.</td>
<td>No cost</td>
<td>Laptop Commitment to completing all tasks for both courses including driver log books.</td>
<td>3</td>
</tr>
<tr>
<td>Certificate I in Active Volunteering</td>
<td>Students will learn a range of skills that will make them effective volunteers including communication skills, first aid awareness, knowledge of different cultures etc.</td>
<td>$150 approx. (includes First Aid course)</td>
<td>Laptop Commitment to completing all tasks 20 hours volunteering</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Automotive Vocational Preparation</td>
<td>Students will learn knowledge and skills of the automotive industry that will allow them to complete basic tasks such as car servicing</td>
<td>No cost</td>
<td>Laptop Commitment to completing all tasks Steel-capped work boots for practical lessons</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Horticulture</td>
<td>Students will learn about working in the horticulture industry including planting, treating plant diseases, using tools, working effectively with others etc. and will construct a garden at school.</td>
<td>No cost</td>
<td>Laptop Commitment to completing all tasks Appropriate clothing and sun protection for practical lessons</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Outdoor Recreation (Scuba Diving)</td>
<td>Students will learn about the recreation industry within a scuba diving context. Students will also undertake four open water dives at Southport and will obtain their PADI Recreational Diver Licence.</td>
<td>Approx $200 for camp for practical component</td>
<td>Laptop Commitment to completing all tasks Swimwear and sun protection for dive days</td>
<td>5</td>
</tr>
<tr>
<td>Certificate II in Sports Coaching</td>
<td>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.</td>
<td>No cost</td>
<td>Laptop Commitment to completing all tasks Appropriate clothing and sun protection for practical lessons</td>
<td>4</td>
</tr>
</tbody>
</table>
Certificate I in Information, Digital Media and Technologies ICT 10115 (KSHS RTO Code 30071)
Stand Alone VET Certificate Course

Overview
Certificate I IDMT is a semester standalone VET subject offered in Year 11 Access. It gives students National Industry recognition and contributes 2 QCE credit points.

Objectives
The certificate course confirms the knowledge and skills that students already have to perform foundation digital literacy tasks using a personal computer and a range of software packages and digital devices. Students will learn additional skills using software such as Microsoft Word, Excel and PowerPoint.

Structure
The course includes the following five competencies that students must achieve in order to complete the certificate.
ICTICT101 Operate a Personal Computer
ICTICT102 Operate Word-Processing Applications
ICTICT103 Use, Communicate and Search Securely on the Internet
ICTICT104 Use Digital Devices
ICTICT105 Operate Spreadsheet Applications
ICTICT106 Operate Presentation Packages

Certificate I in IDMT is a practical course with students using their computer to perform a range of tasks. Students will also be asked to demonstrate computer/software functions in order to be deemed competent.

Assessment
Students will be assessed through submitting a range of practical tasks including PowerPoint presentations, Excel spreadsheets and Word documents. Students will also be observed conducting a range of computer functions in order to be deemed competent.

Cost
There is no cost associated with this course.

Work Placement
There is no work placement required to complete this course.

Special Requirements
Students completing this course are required to bring their laptop to every lesson.
Pathways

The skills gained from Certificate I in Information, Digital Media and Technologies will be relevant in a range of occupations that utilise digital devices. Particular IT pathways can include Computer Systems Technology, Digital and Interactive Games, Digital Media Technologies and Information, Technology and Support.

Course Information current as at 20 June 2019
Certificate I in Active Volunteering CHC 14015
(Volunteering Queensland RTO Code 6020)
Stand Alone VET Certificate Course

Overview

Certificate I in Active Volunteering is a yearlong standalone VET subject offered in Year 11 Access. It gives students National Industry recognition and contributes 2 QCE credit points. Active Volunteering allows students to gain the necessary information and skills to be an effective volunteer in the community. The program will allow students to explore their interests through a volunteering role which can be a rewarding experience. The certificate course is administered through Volunteering Queensland.

Objectives

Students will understand that volunteering is about making a difference in the community as well as personal benefits such as:
- Acting on values, passions and interests
- Making new friendships and creating professional networks
- Gaining work experience and learning new skills
- Enjoying new social and cultural experiences
- Developing personally and building confidence

Structure

The course includes the following five competencies that students must achieve in order to complete the certificate:
- CHCDIV001 - Work with diverse people
- CHCVOL001 - Be an effective volunteer
- HLTWHS001 - Participate in workplace health and safety
- HLTAUD003 - Provide first aid
- BSBCMM201 - Communicate in the workplace

Assessment

Certificate I in Volunteering combines practical and theory work to assess the five competencies. Students may also participate in role plays of skills, observe and report on workplace situations, practice communication skills and many others. Students will be assessed through submitting a range of workbooks as well as observation. The host employer may be asked to assess the student’s skill during work placement and report back to the school.

Cost

The course is delivered by Volunteering Queensland who play an integral role in volunteering. The cost of the course is approximately $150 and includes a First Aid Course which is current for 12 months.
Work Placement

Students completing this course are required to complete a minimum of 30 hours volunteering in their own time.

Special Requirements

Students completing this course are required to obtain a Blue Card.

Pathways

The skills gained from Certificate I in Active Volunteering will transfer to a range of workplaces and equip students with skills that are sought after by employers. Volunteering also has a positive impact on a student’s resume when applying for jobs in the future. Students may also choose to study Certificate II, III or IV in Active Volunteering in the future.

Course Information current as at 20 June 2019
Certificate II in Automotive Servicing Technology
AUR20516 (Tactile Learning Centre RTO Code 30922)
Stand Alone VET Certificate Course

Overview
Certificate II in Automotive Servicing Technology 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 20 competencies that students must achieve in order to complete the certificate:
- AURTTA004 Carry out servicing operations
- AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
- AURASA002 Follow safe working practices in an automotive workplace
- AURATA001 Identify basic automotive faults using troubleshooting processes
- AURTBB001 Inspect and service braking systems
- AURTTC001 Inspect and service cooling systems
- AURTTQ003 Inspect and service drive shafts
- AURTTE004 Inspect and service engines
- AURTTQ001 Inspect and service final drive assemblies
- AURTTD002 Inspect and service steering systems
- AURTTD004 Inspect and service suspension systems
- AURETR015 Inspect, test and service batteries
- AURTTK002 Use and maintain tools and equipment in an automotive workplace
- AURTTA009 Carry out mechanical pre-repair operations
- AURAA003 Communicate effectively in an automotive workplace
- AURTTX005 Inspect and service clutch systems
- AURTTF001 Inspect and service petrol fuel systems
- AURLTJ001 Select light vehicle tyres and wheels for specific applications
- AURETR012 Test and repair basic electrical circuits
- AURETR025 Test, charge and replace batteries and jump-start vehicles

Assessment
Students will be assessed through submitting a range of workbooks as well as observation during practical components. Tactile Learning Centre trainers will assess the students. Certificate II in Automotive Servicing Technology requires students to complete theory booklets 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. Contact the VET Head of Department 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 last week of each term.

Pathways
The skills gained from Certificate II in Automotive Servicing Technology 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 20 June 2019
Certificate II in Horticulture AHC 20410
(Embark College RTO Code 0699)
Stand Alone VET Certificate Course

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:
- BSBCMM201 Communicate in the workplace
- AHC0HS201A Participate in OHS processes
- AHCWRK204A Work effectively in the industry
- AHCWRK209A Participate in environmentally sustainable work practices
- MEM18001C Use hand tools
- AHCNSY201A Pot up plants
- AHCNSY203A Undertake propagation activities
- AHCPGD201A Plant trees and shrubs
- AHCPGD203A Prune shrubs and small trees
- AHCSOL201A Determine basic properties of soil and/or growing media
- AHCPMG202A Treat plant pests, diseases and disorders
- AHCPGD202A Prepare and maintain plant displays
- BSBCUS201 Deliver a service to customers
- AHCPMG201A Treat weeds
- BSBWOR203 Work effectively with others

Assessment
Students will be assessed by Embark College trainers through submitting a range of 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 last week of each term.

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. Contact the VET Head of Department for further information.
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.

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.
Certificate II in Outdoor Recreation SIS20213
(Australian Institute of Sport and Recreation RTO Code 31690)
Stand Alone VET Certificate Course

Overview
Certificate II in Outdoor Recreation provides students an opportunity to gain a qualification in the recreation industry with a specific focus on Scuba Diving. The course equips students with knowledge and skills that they can use to pursue a career in dive tourism or just scuba dive for pleasure. Students will receive five QCE credit points as well as a PADI Open Water diving licence and first aid qualification.

Objectives
Students will understand how diving contributes to sustainable tourism as well as learning the knowledge and skills to operate as a scuba diver. Students will also learn team work skills, basic workplace health and safety and how to operate and maintain recreational equipment.

Structure
The course includes the following 14 competencies that students must achieve in order to complete the certificate.
- SISOODR201A Assist in conducting outdoor recreation sessions
- SISXCAI002 Assist with activity sessions
- SISONAV201A Demonstrate navigation skills in a controlled environment
- SISOSNK201A Demonstrate snorkelling activities
- SISXOHS101A Follow occupational health and safety policies
- SISXFAC002 Maintain sport, fitness and recreation facilities
- SISOOPS201A Minimise environmental impact
- SISOSCB304A Navigate prescribed routes underwater
- SISCAQU002 Perform basic water rescues
- HLTAID003 Provide first aid
- SISXEMR001 Respond to emergency situations
- SISOSCB301A Scuba dive in open water to a maximum depth of 18 metres
- SISOOPS202A Use and maintain a temporary or overnight site
- SISXIND101A Work effectively in sport and recreation environments

Certificate II Outdoor Recreation combines a range of theory and practical tasks to complete the course. Students will study through an online learning platform with an external trainer from DevOcean Dive. Students will be expected to complete the theory work in class and participate in one half day pool session and three day camp at the Gold Coast Recreation Centre to complete snorkelling and four open water dives. Snorkelling and open water diving will be conducted at Tallebudgera Creek with entry from the beach, not from a boat. Students with medical conditions should seek medical advice before enrolling in this course.

Assessment
Students will be assessed through submitting a range of workbooks through the online portal as well as observation. DevOcean Dive Instructors will assess the student’s practical skills in the water during the practical pool, snorkelling and diving sessions.
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. Contact the Transitions and Pathways Head of Department for further information. The funding covers the administration of the course and the PADI diving licence. Students will be required to attend a three day camp for the snorkelling and open water diving sessions which will cost approximately $200.

Work Placement
There is no work placement associated with this course.

Pathways
The skills gained from Certificate II in Outdoor Recreation allow students to gain an entry level qualification into the Outdoor Recreation industry as well as snorkelling and scuba diving qualifications for leisure. Students may pursue a career in scuba diving through completing further qualifications such as Certificate IV in Outdoor Recreation which would allow students to become a Scuba Instructor.

Course Information current as at 20 June 2019
Certificate II in Sports Coaching SIS20513  
(College of Sports and Fitness RTO Code 91345)  
Stand Alone VET Certificate Course

Overview
Certificate II 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 under a range of 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 coach students 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 or officiating sport.

Structure
The course includes the following 13 competencies that students must achieve in order to complete the certificate.
- SISXCAI102A Assist in preparing and conducting sport and recreation sessions
- SISSSCO101 Develop and update knowledge of coaching practices
- BSBWOR202 Organise and complete daily work activities
- HLTAID003 Provide first aid
- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills
- SISSSDE201 Communicate effectively with other in a sport environment
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWHS101 Follow work health and safety policies
- SISSATH201A Teach the fundamental skills of athletics
- SISXCAI101A Provide equipment for activities
- SISSSOF101 Develop and update officiating knowledge
- SISSSOF202 Officiate games or competitions

Assessment
Students will be assessed through submitting a range of workbooks through the online portal as well as observation during practical components. College of Sports and Fitness trainers will assess the students.

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. 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 an online learning platform, therefore 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 and officiating games. Due to the nature of the course, students must have a blue card to participate in coaching and officiating sessions.

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 or Certificate III/IV in Fitness. Pathways include 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 20 June 2019