



Senior Subject Selection Handbook

2024-2025



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Siena
CATHOLIC COLLEGE

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Welcome to Senior School

Dear Parents, Carers and Students

The transition to the Senior Phase of Learning (Years 11 & 12) marks the beginning of the culmination of 13 years of school education for students. Queensland made the transition to the new QCE in 2019, introducing a different model of tertiary entrance using the Australian Tertiary Admissions Rank (ATAR). In addition, this new framework for the Senior Phase has inherent flexibility, such that students can elect a variety of subjects/courses of study (VET, General and Applied), explore their preferred career pathway, and have a variety of post-school options available to them.

The selection of subjects/courses of study for Years 11 & 12 is viewed by some as a high stakes process. Indeed, there should be proper discernment and reflection by students and their parents/carers, but this needs to be focused on three (3) key points:

1. What subjects do I enjoy?
2. What subjects am I good at?
3. What subjects do I need to select to meet tertiary entrance pre-requisites (if applicable)?

Parents/Carers and students are advised to use these questions as the foundation for discerning and making decisions about subject/course selections. Attempting to predict the so-called ATAR value of certain subjects is not a strength-based approach to subject selection, which can lead to significant challenges in the future. Success in Years 11 and 12 is more likely if students elect subjects/courses of study in which they have an interest.

I commend this handbook to you, which provides all the necessary detail for you and your child to make informed selections. I wish you all the best during this time of decision-making as your child embarks on their final years of school at Siena Catholic College.

Mr Pat Toohey
Principal



General Information

The purpose of this booklet has been compiled to assist parents and students to make appropriate decisions about subject choices for Year 11 and 12. Students are strongly advised to read each subject synopsis carefully before making subject choices. Included in the booklet is some background information on the system of Senior Schooling in Queensland and brief information on each subject the College offers. Information about individual subjects has been supplied by **Queensland Curriculum & Assessment Authority (QCAA)** and prepared by our Academic Leaders of Learning Areas.

QCAA Information

Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Statement of Results

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.

Queensland Certificate of Education (QCE)

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

For more information about the SEP see

https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf

Queensland Certificate of Individual Achievement (QCIA)

Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior Subjects

The QCAA develops 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.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best **five General subject results**, or
- best results in a combination of **four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.**

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.



English Requirement

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

Successful completion requires students to achieve a minimum grade of C or higher in one of five English subjects - English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must successfully 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 scaled results.

Choosing a Pathway

Students can choose from a wide range of learning options that will help them in whatever pathway they choose after school — whether they want to do further study, take up an apprenticeship or traineeship, or enter the workforce.



1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?	What learning options will get you there?
I plan to do further study	<input type="checkbox"/> QCAA General subjects <input type="checkbox"/> school-based apprenticeships and traineeships
I'd like to learn a trade	<input type="checkbox"/> QCAA Applied subjects <input type="checkbox"/> university subjects completed while at school
I want to find a job	<input type="checkbox"/> QCAA Short Courses <input type="checkbox"/> workplace learning
	<input type="checkbox"/> vocational education and training (VET) courses <input type="checkbox"/> recognised certificates and awards

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.



3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance	VET
To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to: <ul style="list-style-type: none"> • satisfactorily complete an English subject • complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above. Some university courses also have other prerequisites.	VET courses develop your skills and get you ready for work. When you study VET, you can leave school with: <ul style="list-style-type: none"> • a statement of attainment (when you complete one or more units) • qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

Careers Services

At Senior Catholic College we have a qualified Career Counsellor to help students and parents through the important process of career planning. Assistance is commonly provided for subject selections, post-school pathway decisions and tertiary applications.

There is a dedicated Transition Officer and Pathways/VET Officer to help students arrange Work Experience, Traineeships or Apprenticeships after consultation with the Guidance and Careers Counsellor. An extensive range of career and tertiary pathway information is available from the Guidance/Careers and VET Office located in G block and our website www.sienacareers.com,



Choosing Subjects

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings and motivation and how you feel about completing Senior.

Which Subjects?

An overall plan is to choose subjects which:

- Considers your interest and ability
- Will develop skills, knowledge and attitudes useful throughout your life
- Provide an appropriate level of challenge

In most cases, the best subjects to take are the ones you like the most. From these subjects, you are more likely to do well and therefore get higher marks. If you really don't like a subject, you probably won't do as well.

How not to decide

Do not choose a subject because

- Your friends are taking it. Your friends may have different abilities, interests and motivations to you.
- Your favourite teacher is teaching it. Teachers often change classes or even schools.
- You want to go on a particular excursion. You could endure years of misery for the sake of that excursion.
- You've heard it's a "soft" subject. If someone tells you a subject is a soft, chances are that they have a poor work ethic.
- You need to do it even though you hate it. If you need to do a subject to get into a particular course, there will be a lot of that subject within the course!
- You will get a higher ATAR score. The only way to get your best ATAR is to get good grades in subjects you enjoy.



Siena's Senior Subject Selection Three-Step-Process

Step

1

Year 10 Students participate in:

- Shape Your Destiny Seminar
- Work Experience
- Harrison's Assessment Tool
- Subject Talks
- Career Education Lessons
- Career Expos
- Complete SET Plan via Senior Subject Selection Online (SSO)

Step

2

Year 10 Students and Parents/Carers

- Visit the SET Plan together to discuss subject selections
- Participate in a 20 minute one-on-one interview with College Education staff to finalise subjects

Step

3

Confirm Subject Choices

- Students are informed of their preliminary selections.
- Negotiations are conducted where there are subject clashes.
- Families reflect on selections and further counselling is available if required.

Vocational Education and Training (VET)

Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. VET are the subjects and courses that let you work towards a qualification from a registered training organisation (RTO).

Participating in VET can:

- Provide credit points towards the attainment of a Queensland Certificate of Education.
- Be included in the ATAR calculation.
- Enable the attainment of a nationally recognised VET qualification.
- Support transition to employment, vocational and higher education pathways.

Other benefits of participating in VET:

According to the Foundation for Young Australians (FYA), The New Work Reality (2018) "more than ever before, young people need access to relevant, high-quality education and learning systems that reflect and respond to their changing and diverse needs, and those of the economy. Investment in redesigning learning pathways from education to work to ensure young Australians are equipped and empowered with the skills, mindset and confidence to navigate The New Work Reality is essential".

Jan Owen from Foundation for Young Australians (www.fya.org.au.2015) reinforces this message and states that the world of work is being transformed and VET is vital to future proofing our workforce. Vocational Education and Training courses have a direct connection to industry and can prepare future and current workers with the skills demanded by employers. Skills such as entrepreneurial, problem solving, collaborative, creativity and emotional and cultural intelligence are being sought after and VET courses provide these essential skills.

What is a RTO?

VET qualifications are available through registered training organisation (RTOs). These may also be known as training organisations or providers. Siena Catholic College uses external RTOs to provide VET qualifications to students as part of their studies at school or one day a week attending a registered training organisation.

What kinds of qualifications can you attain?

You can study a variety of VET qualifications whilst you at school one day per week:

- VET in School courses at TAFE*
- Trade qualifications at Sunshine Coast Technical Trade Training Centre*
- Diploma in Beauty – Demi International

VET qualifications completed as part of your studies at school:

- Certificate I in Construction*
- Certificate III in Fitness
- Certificate IV in Crime and Justice
- Certificate II in Hospitality/Certificate III in Tourism*

**NOTE these are VETis funded free courses and only 1 course is funded.*

NB Costs associated with Certificate and Diploma courses listed in this handbook are correct at the time of publication, however at the provider's these are subject to change

School-based Apprenticeships and Traineeships

All students in Years 11 and 12 have the opportunity to apply for **School-based Apprenticeships and Traineeships (SAT)**. Vacancies are advertised through our careers website <https://www.sienacareers.com/>. The application process generally involves presentation of a resume, interview and work trial of either one week or one day a week for five weeks. If a SAT is secured, Wednesday is the preferred release day.

School based traineeships are completed over a 1- or 2-year period whilst school-based apprenticeships continue after school until the apprenticeship is completed (usually 3 years after school).

Traineeships are usually offered in Hospitality and Business whereas Apprenticeships which are trade areas are offered such as Carpentry, Plumbing, Hairdressing, etc.

SAT's involve paid work, either on one school day per week or outside of school hours and training towards a nationally recognised qualification. For further information visit School-based - Apprenticeships Info - Queensland Government <http://www.apprenticeshipsinfo.qld.gov.au/school-based/index.html>.

Concessional Lines

Siena Catholic College supports students' participation in alternate learning programs such as School-based Apprenticeships and Traineeships (SATs) and External Courses. One way of supporting students is to lessen their workload by allowing them a concessional line with the expectation that this time will be used to work on assignments and classwork missed because of their commitment to their alternate learning program or course work associated with it. There is an application form and a strict process which must be completed before the concessional lines are granted.

Work Experience

Work experience is offered to all students regardless of their chosen pathway of study in Senior and is invaluable in deciding on a particular occupation and/or study options. Work experience is mandatory for any student who wishes to undertake a School-based Traineeship and Apprenticeship for a period of up to 5 weeks (1 day per week). It is highly recommended for students completing a VET qualification to participate in work experience to gain practical, employability skills that align with their course.

Note - An administrative fee is charged for each placement of \$30 and will be added to term fees.

Studying University Courses while at School

Studying University courses while at high school gives students a taste of University life. Students can focus on particular areas that may not be offered through their school or take an area of interest further. Courses successfully completed can be credited towards further study at university, giving them a head start on their tertiary study while also providing entry into university after you graduate high school. Fees are reduced whilst studying University courses at school. At some Universities, the first course is free.

Applications for any of the programs outlined below are made through the Guidance and Careers Counsellor.

University of the Sunshine Coast (USC) – Headstart program

More than 90 courses within the faculties of Arts and Social Sciences, Business, and Science, Health and Education are available under the **Headstart** program. Deciding what course students would like to study may mean selecting a course that interests them most, or one that will best complement their future study plans. Students may like to choose a course that builds on their favourite subjects at school. The first course is free. <http://www.usc.edu.au/Headstart.htm>

Central Queensland University (CQU) - Start Uni Now (SUN) program

Over 40 courses (subjects) available from CQ University's Faculties are delivered online/internal or face-to-face at the Noosa Campus. The first course at CQU is free. www.cqu.edu.au/current-student/.../Start-Uni-Now-SUN-Program.

Queensland University of Technology (QUT) – Start QUT program

The following courses can be studied online through QUT. Other courses are studied on campus at Gardens Point or Kelvin Grove. <https://www.qut.edu.au/study/high-school-programs/start-qut>

- JSB171 Justice and Society
- JSB173 Understanding the Criminal Justice System
- JSB178 Policy, Governance and Justice

Griffith University - Early Start to Tertiary Studies program

Griffith has a number of online courses. <https://www.griffith.edu.au/apply/undergraduate-study/high-school-students/guests>

Southern Cross University – Head-Start program

Southern Cross University offers all courses online. <https://www.scu.edu.au/study-at-scu/high-school-students/entry-pathways/scu-head-start/>

University of Queensland - Enhanced Studies program

ESP offers a range of online courses. <https://esp.uq.edu.au/>

Subject Offerings

QCAA Senior Syllabus Subjects

Religious Education

General

- Study of Religion

Applied

- Religion & Ethics

English

General

- English
- Literature

Applied

- Essential English

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Humanities

General

- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History

Applied

- Business Studies

Languages

General

- Italian

Technologies

General

- Design
- Digital Solutions
- Food & Nutrition

Applied

- Industrial Graphics Skills
- Industrial Technology Skills

Health and Physical Education

General

- Health
- Physical Education

Applied

- Sport and Recreation

Science

General

- Biology
- Chemistry
- Physics
- Psychology

The Arts

General

- Dance
- Drama
- Film, Television & New Media
- Music
- Visual Art

VET Qualifications/Certificate Courses

- Certificate I in Construction
- Certificate II in Hospitality
- Certificate III in Tourism
- Certificate II in Health Support Services – HLT23215
- Certificate III in Fitness
- Certificate IV in Crime & Justice
- Diploma of Business
- Certificate III in Health Services Assistant – HLT33115



Religious Education Learning Area

Study of Religion

General Senior Subject

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

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

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

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

Prerequisites and Recommendations

To meet the academic rigor of this course, it is recommended students have achieved at least a B in Year 10 English and Religion.

Structure

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

Assessment

Units 1 and 2 assessments will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Religion & Ethics

Applied Senior Subject

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

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

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

Objectives

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

- Explain religious, spiritual and ethical principles and practices.
- Exam religious, spiritual and ethical information.
- Apply religious, spiritual and ethical information.
- Communicate responses.
- Evaluate projects.

Prerequisites and Recommendations

Nil

Structure

The Religion & Ethics course is designed around six unit option topics, of which students will study four in total throughout Years 11 and 12. Each option allows for teaching, learning and assessment activities to be integrated and enlivened in an authentic, applied setting.

Topics Options – students will study a total of four of these throughout Years 11 and 12.	
<ul style="list-style-type: none">● Unit Option A: Australian Identity.● Unit Option B: Social Justice.● Unit Option C: Meaning, purpose and expression.	<ul style="list-style-type: none">● Unit Option D: World religions and spiritualities.● Unit Option E: Peace.● Unit Option F: Sacred Stories

Assessment

Two assessment instruments will be implemented within each unit. The nature of these pieces will vary depending on the topics which are chosen within the study program.

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student’s final Exit Result. This will consist of results from four instruments which may include the following types of assessment:

PRODUCT RESPONSES		
Multimodal Responses	Written Responses	Spoken responses
A response which includes at least two modes delivered at the same time.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given. This is used to generate an extended written response.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given. This is used to generate a spoken response
At least two different components from the following: <ul style="list-style-type: none"> - Written: up to 10 pages - Spoken: up to 7 minutes - Digital media equivalent to the written and / or spoken elements above. 	The written response may be up to 1000 words in length.	The spoken response may be up to 7 minutes in length and can be delivered either in person or recorded.

EVALUATION RESPONSES		
Multimodal Responses	Written Responses	Spoken responses
A response which includes at least two modes delivered at the same time.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given. This is used to generate an extended written response.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given. This is used to generate a spoken response
At least two different components from the following: <ul style="list-style-type: none"> - Written: up to 8 pages - Spoken: up to 5 minutes - Digital media equivalent to the written and / or spoken elements above. 	The written response may be up to 600 words in length.	The spoken response may be up to 4 minutes in length and can be delivered either in person or recorded.



English Learning Area

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 to respond to and create 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.

Prerequisites and Recommendations

- minimum C in Junior English
- competent in independently reading a range of extended texts
- competent in independently planning and writing both analytical and creative extended texts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Text and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Literature

General Senior Subject

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

Students 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.

Prerequisites and Recommendations

- a high interest and competency in reading extended fiction
- minimum C in Junior English
- competent in independently planning and writing extended analytical and creative texts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Text and culture <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Essential English

Applied Senior Subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. 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.

Prerequisites and Recommendations

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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



Mathematics Learning Area

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.

Prerequisites and Recommendations

To meet the academic rigor of this course, it is recommended students have achieved at least a C+ in Year 10.

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Mathematics 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.

Prerequisites and Recommendations

To meet the academic rigor of this course, it is recommended students have achieved at least a B in Year 10 Advanced Mathematics.

A graphics calculator TI-84 is a requirement for this subject.

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

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.

Prerequisites and Recommendations

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

To meet the academic rigor of this course, it is recommended students have achieved a B in Year 10 Advanced Mathematics.

A graphics calculator TI-84 is a requirement for this subject.

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

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.

Prerequisites and Recommendations

This course is recommended for students who receive a C or lower in Year 10 Core Mathematics.

Structure

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

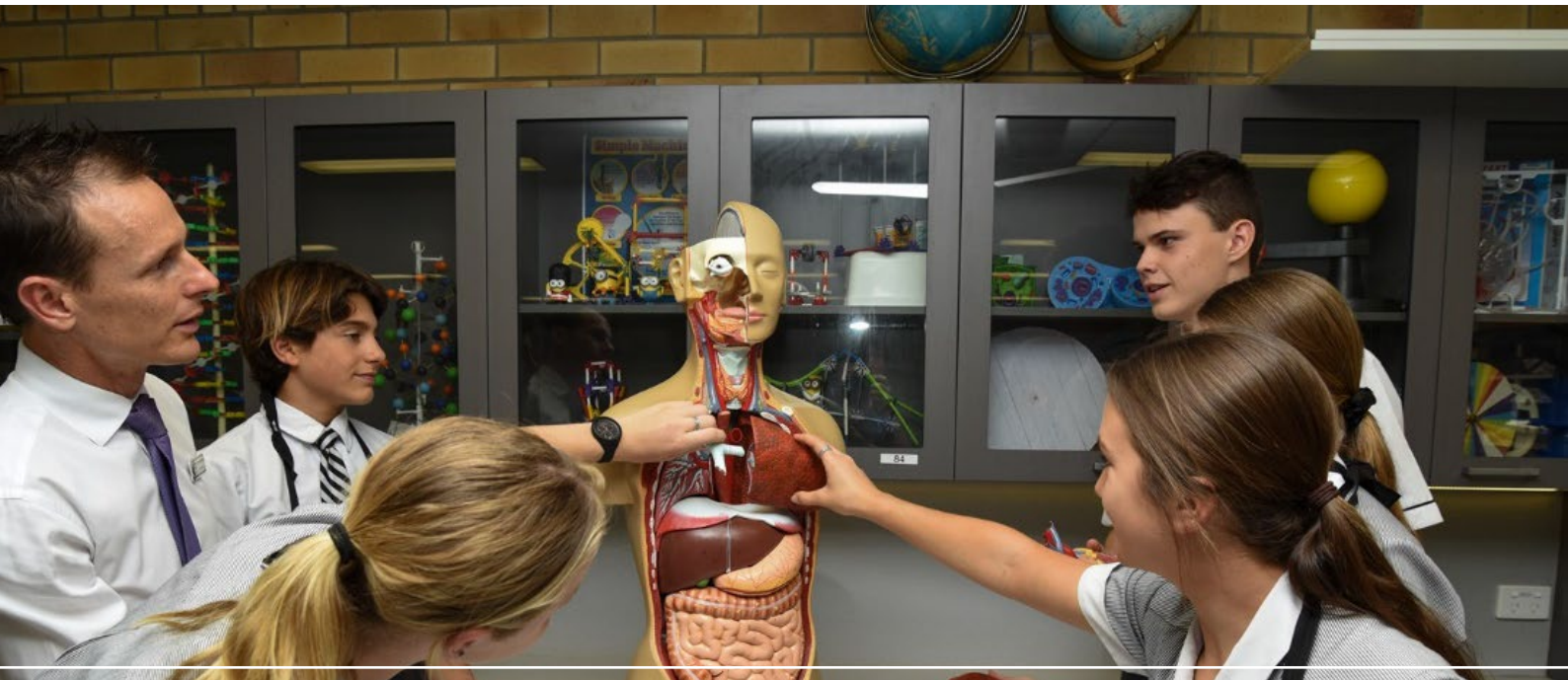
Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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



Science Learning Area

Biology

General Senior Subject

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 (homeostasis). They study ecology via engagement with biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity (DNA and genetics) and the continuity of life (natural selection and evolution).

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.

Prerequisites and Recommendations

It is recommended that students are competent in Year 10 science, english and mathematics.

Structure

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

Assessment

Unit 1 and 2 assessments will generally mirror the summative assessment for Units 3 and 4.

Students complete four summative assessments in Units 3 and 4. 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) for reporting purposes.

Summative Assessments

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

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.

Prerequisites and Recommendations

It is recommended that students achieve at least a C+ in Year 10 Advanced Mathematics.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
products and energy change			

Assessment

Unit 1 and 2 assessments will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	Summative internal assessment 3 (IA3): • Research Investigation	20%
Summative internal assessment 2 (IA2): • Student Experiment	20%		
Summative external assessment (EA): 50%			
• Supervised Examination			

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.

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.

Prerequisites and Recommendations

It is recommended that students achieve at least a C+ in Year 10 Advanced Mathematics.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Ionising radiation and nuclear reactions • Electrical circuits 			<ul style="list-style-type: none"> • The Standard Model

Assessment

Unit 1 and 2 assessments will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Psychology

General Senior Subject

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.

Prerequisites and Recommendations

It is recommended that students are competent in Year 10 Science, Maths and English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none">● Psychological science A● The role of the brain● Cognitive development● Human consciousness and sleep	Individual behaviour <ul style="list-style-type: none">● Psychological science B● Intelligence● Diagnosis● Psychological disorders and treatments● Emotion and motivation	Individual thinking <ul style="list-style-type: none">● Localisation of function in the brain● Visual perception● Memory● Learning	The influence of others <ul style="list-style-type: none">● Social psychology● Interpersonal processes● Attitudes● Cross-cultural psychology

Assessment

Unit 1 and 2 assessments will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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



Humanities and Social Sciences Learning Area

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.

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.

Prerequisites and Recommendations

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none">• Accounting for a service business — cash, accounts receivable, accounts payable and no GST• End-of-month reporting for a service business	Management effectiveness <ul style="list-style-type: none">• Accounting for a trading GST business• End-of-year reporting for a trading GST business	Monitoring a business <ul style="list-style-type: none">• Managing resources for a trading GST business — non-current assets• Fully classified financial statement reporting for a trading GST business	Accounting — the big picture <ul style="list-style-type: none">• Cash management• Complete accounting process for a trading GST business• Performance analysis of a listed public company

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

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, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

Pathways

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

Objectives

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

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

Prerequisites and Recommendations

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none">• Digging up the past• Ancient societies — Weapons and warfare• Ancient societies — Beliefs, rituals and funerary practices.	Personalities in their time <ul style="list-style-type: none">• Akhenaten• Perikles• Cleopatra• Nero	Reconstructing the ancient world <ul style="list-style-type: none">• Early Imperial Rome• The 'Fall' of the Western Roman Empire• The Medieval Crusades	People, power and authority <ul style="list-style-type: none">• Ancient Greece — the Persian Wars• Ancient Rome — Civil War and the breakdown of the Republic• QCAA will nominate one topic that will be the basis for an external examination

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Business

General 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.

Prerequisites and Recommendations

Nil

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Economics

General Senior Subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning

Prerequisites and Recommendations

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none">• The basic economic problem• Economic flows• Market forces	Modified markets <ul style="list-style-type: none">• Markets and efficiency• Case options of market measures and strategies	International economics <ul style="list-style-type: none">• The global economy• International economic issues	Contemporary macroeconomics <ul style="list-style-type: none">• Macroeconomic objectives and theory• Economic management

Assessment

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

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

Summative Assessments

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

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.

Prerequisites and Recommendations

Nil

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

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 issues
- evaluate legal situations
- create responses that communicate meaning.

Prerequisites and Recommendations

Nil

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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



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.

Prerequisites and Recommendations

Nil

Structure

Topics chosen by teacher from the list below:

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars • Age of Enlightenment • Industrial Revolution • Age of Imperialism • Meiji Restoration • Boxer Rebellion • Russian Revolution • Xinhai Revolution • Iranian Revolution • Arab Spring 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement • Independence movement in India • Workers' movement • Women's movement • May Fourth Movement in China • Independence movement in Algeria • Independence movement in Vietnam • Anti-apartheid movement in South Africa • African-American civil rights movement • Environmental movement • LGBTIQ civil rights movement • Pro-democracy movement in Myanmar (Burma) 	National experiences in the modern world <ul style="list-style-type: none"> • Australia • England • France • New Zealand • Germany • United States of America • Soviet Union • Japan • China • Indonesia • India • Israel • South Korea 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia • Search for collective peace and security • Trade and commerce between nations • Mass migrations • Information Age • Genocides and ethnic cleansings • Nuclear Age • Cold War • Struggle for peace in the Middle East • Cultural globalization • Space exploration • Rights and recognition of First Peoples • Terrorism, anti-terrorism and counter-terrorism

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Business Studies

Applied Senior Subject

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

Prerequisites and Recommendations

Nil

Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core Topics		Elective Topics
<ul style="list-style-type: none">● Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology● Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	<ul style="list-style-type: none">● Entertainment● Events management● Financial services● Health and well-being● Insurance● Legal● Media● Mining	<ul style="list-style-type: none">● Not-for-profit● Real estate● Retail● Rural● Sports management● Technical, e.g. manufacturing, construction, engineering● Tourism● Travel

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

For Business 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:

- at least one project
- no more than two assessment instruments from any one technique.

Project	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> ● written: 500–900 words ● spoken: 2½–3½ minutes ● multimodal: 3–6 minutes ● performance: continuous class time ● product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> ● written: 600–1000 words ● spoken: 3–4 minutes ● multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> ● 60–90 minutes ● 50–250 words per item on the test



Languages Learning Area

Italian

General Senior Subject

Italian provides students with the opportunity to reflect on their understanding of the Italian 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 Italian-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 Italian 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 Italian 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 Italian 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 Italian.

Prerequisites and Recommendations

It is recommended students have completed at least one semester of Year 10 Italian.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	Esplorando il mondo Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of Italian culture to the world	La nostra societa Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society	Il mio futuro My future <ul style="list-style-type: none">• Finishing secondary school, plans and reflections• Responsibilities and moving on

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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



Health and Physical Education Learning Area

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.

Prerequisites and Recommendations

It is recommended students have completed Year 10 Health and Physical Education.

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Physical Education

General 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. Possible physical activities include:

- Volleyball
- Badminton
- Australian Football
- Netball
- Touch Football

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.

Prerequisites and Recommendations

It is recommended students have completed Year 10 Health and Physical Education.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Sport & Recreation

Applied Senior Subject

Pathways

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

Prerequisites and Recommendations

It is recommended students have completed Year 10 Health and Physical Education.

Structure

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

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

Assessment

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

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

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> ■ written: 500–900 words ■ spoken: 2½–3½ minutes ■ multimodal: 3–6 minutes ■ performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> ■ written: 600–1000 words ■ spoken: 3–4 minutes ■ multimodal: 4–7 minutes 	Presented in one of the following modes: <ul style="list-style-type: none"> ■ written: 600–1000 words ■ spoken: 3–4 minutes ■ multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> ■ 2–4 minutes* 	<ul style="list-style-type: none"> ■ 60–90 minutes ■ 50–250 words per item

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



The Arts Learning Area

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.

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

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

Pathways

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

Objectives

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

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

Prerequisites and Recommendations

Nil

Structure

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

Assessment

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

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

Summative Assessments

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

Drama

General Senior Subject

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.

Prerequisites and Recommendations

Prior experience in any or all of The Arts subjects will provide students with an understanding of making and responding as learning and assessment in Drama.

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Performance 		<ul style="list-style-type: none"> • Project — practice-led project 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Project — dramatic concept 			
Summative external assessment (EA): 25%			
<ul style="list-style-type: none"> • Examination – extended responses 			



Film, Television & New Media

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites and Recommendations

Prior experience in any or all of The Arts subjects will provide students with an understanding of making and responding as learning and assessment in Film, Television & New Media.

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Case study investigation 		<ul style="list-style-type: none"> • Stylistic project 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> • Multi-platform project 			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination – extended responses 			

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.

Prerequisites and Recommendations

Prior experience in any or all of The Arts subjects will provide students with an understanding of making and responding as learning and assessment in Music.

It is recommended that students can demonstrate musicianship through making (composition and performance) and responding (musicology) prior to commencement of the subject.

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Visual Art

General 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
- release responses to communicate meaning

Prerequisites and Recommendations

Prior experience in any or all of The Arts subjects will provide students with an understanding of making and responding as learning and assessment in Visual Art.

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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



Technologies Learning Area

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.

Prerequisites and Recommendations

Nil

Structure

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

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Digital Solutions

General Senior Subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Digital Solutions is flexible in the mediums that the students work with. Students have the opportunity to select from a variety of computer languages including Swift for iPhone and iPad applications, along with web languages; HTML, CSS, Javascript and php. Each student is encouraged to follow an independent learning path, limited only to interest of the student. For example, those with an interest in robotics would build applications to automate robotic systems, while students with a sport focus may produce applications that record a variety of on-field statistics for a team or individual players. They develop solutions using combinations of readily available hardware and software resources.

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. All projects that are undertaken by a student should be developed with the intention of being used or sold, not solely produced to demonstrate the progression of learning. Students entering Digital Solutions require no coding experience. The vast majority of students currently studying computing in the senior school began with no prior knowledge.

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.

Prerequisites and Recommendations

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

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.

Prerequisites and Recommendations

Nil

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none">• Introduction to the food system• Vitamins and minerals• Protein• Developing food solutions	Food drivers and emerging trends <ul style="list-style-type: none">• Consumer food drivers• Sensory profiling• Labelling and food safety• Food formulation for consumer markets	Food science of carbohydrate and fat <ul style="list-style-type: none">• The food system• Carbohydrate• Fat• Developing food solutions	Food solution development for nutrition consumer markets <ul style="list-style-type: none">• Formulation and reformulation for nutrition consumer markets• Food development process

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

Summative Assessments

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

Industrial Graphics Skills

Applied Senior Subject

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling 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 tasks.

Pathways

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

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

Prerequisites and Recommendations

Nil

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core Topics	Elective Topics
<ul style="list-style-type: none">● Industry practices● Drafting processes	<ul style="list-style-type: none">● Building and construction drafting● Engineering drafting● Furnishing drafting

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

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

Summative Assessments

Project	Practical Demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a technical drawing (which includes a model) component and at least one of the following components: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal• non-presentation: 8 A4 pages max (or equivalent)• presentation: 3-6 minutes• product: continuous class time	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none">• 60–90 minutes• 50–250 words per item

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 will:

- 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.

Prerequisites and Recommendations

Nil

Structure

The Industrial Technology Skills course is designed around:

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

Core Topics	Core Topics	Elective Topics
<ul style="list-style-type: none">● Industry practices● Production processes	Aeroskills	<ul style="list-style-type: none">● Aeroskills mechanical● Aeroskills structures
	Automotive	<ul style="list-style-type: none">● Automotive mechanical● Automotive body repair● Automotive electrical

Core Topics	Core Topics	Elective Topics
	Building and construction	<ul style="list-style-type: none"> • Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	<ul style="list-style-type: none"> • Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	<ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	<ul style="list-style-type: none"> • Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	<ul style="list-style-type: none"> • Thermoplastics fabrication • Thermosetting fabrication

Assessment

Units 1 and 2 assessment will generally mirror the summative assessment for Units 3 and 4.

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

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

Project	Practical Demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item



Vocational Education Training (VET) Certificate Courses

Diploma of Business – BSB50210

VET Qualifications/Certificate Courses – Delivered Externally Online

VET Qualification – 18 months (RTO# 31981 – Prestige Service Training)																									
Qualification Description	<p>This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have frontline management accountabilities.</p> <p>Individuals in these roles carry out moderately complex tasks in a specialist field of expertise that requires business operations skills. They may possess substantial experience in a range of settings but seek to further develop their skills across a wide range of business functions.</p>																								
Learning Experiences	Are based around real world scenarios in the business world.																								
Entry Requirements	Students must be aged 15 years or above. Access to a Laptop and internet.																								
Course Structure	<p>Units of Competency: 12 units – 5 Core plus 7 lectives</p> <table border="0"> <tr> <td>BSBCRT511</td> <td>Develop critical thinking in others</td> </tr> <tr> <td>BSBFIN501</td> <td>Manage budgets and financial plans</td> </tr> <tr> <td>BSBOPS501</td> <td>Manage business resources</td> </tr> <tr> <td>BSBSUS511</td> <td>Develop workplace policies and procedures for sustainability</td> </tr> <tr> <td>BSBXCM501</td> <td>Lead communication in the workplace</td> </tr> <tr> <td>BSBHRM525</td> <td>Manage recruitment and onboarding</td> </tr> <tr> <td>BSBOPS504</td> <td>Manage business risk</td> </tr> <tr> <td>BSBPMG430</td> <td>Undertake project work</td> </tr> <tr> <td>BSBPEF501</td> <td>Manage personal and professional development</td> </tr> <tr> <td>BSBSTR502</td> <td>Facilitate continuous improvement</td> </tr> <tr> <td>BSBMKG541</td> <td>Identify and evaluate marketing opportunities</td> </tr> <tr> <td>BSBCMM411</td> <td>Make a presentation</td> </tr> </table>	BSBCRT511	Develop critical thinking in others	BSBFIN501	Manage budgets and financial plans	BSBOPS501	Manage business resources	BSBSUS511	Develop workplace policies and procedures for sustainability	BSBXCM501	Lead communication in the workplace	BSBHRM525	Manage recruitment and onboarding	BSBOPS504	Manage business risk	BSBPMG430	Undertake project work	BSBPEF501	Manage personal and professional development	BSBSTR502	Facilitate continuous improvement	BSBMKG541	Identify and evaluate marketing opportunities	BSBCMM411	Make a presentation
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BSBSTR502	Facilitate continuous improvement																								
BSBMKG541	Identify and evaluate marketing opportunities																								
BSBCMM411	Make a presentation																								
Assessment	The assessments consist of knowledge questions and projects to assess the competency of each unit by the students.																								
Career Opportunities and Pathways	Administration • Accounting • Marketing • Retail • Banking • Finance • Human Resources, also entry to university for further study and possible credits depending upon what degree is chosen.																								
Fees	<p>Course Cost - \$2599.</p> <p>Prestige Service Training Refund Policy – Deposit of \$100.00 will be non-refundable upon successful enrolment to the course.</p> <p>Plus \$216.00 per unit of study (E.g., if a student has commenced 3 units and withdraws from the course, Prestige Service Training will hold the deposit PLUS \$648 total of \$748 non-refunded)</p> <ul style="list-style-type: none"> • No refund will be awarded if students withdraw from the course after the halfway point of the course has been reached. • Further details regarding Prestige Service Training refund policy are available in the Student Handbook. <p>All requests for a refund must be made in writing using the Refund Application Form.</p>																								

Certificate I in Construction – CPC10120

VET Qualifications/Certificate Courses – Delivered at Siena Catholic College

VET Qualification – Two Years (RTO #31193 – Blue Dog Training Pty Ltd)																							
Qualification Description	<p>The qualification CPC10120 Certificate I in Construction provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.</p> <p>The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.</p> <p>Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student’s regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.</p>																						
QCE Points	3																						
Entry Requirements	There are no entry requirements for this qualification.																						
Application	The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history																						
Course Structure	<p>Units of Competency</p> <p>To attain this certificate, students must complete all Core units and three Elective units</p> <p>Core units</p> <table border="0"> <tr> <td>CPCCCM2004*</td> <td>Handle construction materials</td> </tr> <tr> <td>CPCCCM2005*</td> <td>Use construction tools and equipment</td> </tr> <tr> <td>CPCCCM1011</td> <td>Undertake basic estimation and costing</td> </tr> <tr> <td>CPCCOM1012</td> <td>Work effectively and sustainably in the construction industry</td> </tr> <tr> <td>CPCCOM1013</td> <td>Plan and organise work</td> </tr> <tr> <td>CPCCVE1011*</td> <td>Undertake a basic construction project</td> </tr> <tr> <td>CPCCWHS1001#</td> <td>Prepare to work safely in the construction industry</td> </tr> <tr> <td>CPCCWHS2001</td> <td>Apply WHS requirement, policies and procedures in the construction industry</td> </tr> </table> <p>Elective units</p> <table border="0"> <tr> <td>CPCCOM1014</td> <td>Conduct workplace communication</td> </tr> <tr> <td>CPCCOM1015</td> <td>Carry out measurements and calculations</td> </tr> <tr> <td>CPCCOM2001*</td> <td>Read and interpret plans and specifications</td> </tr> </table>	CPCCCM2004*	Handle construction materials	CPCCCM2005*	Use construction tools and equipment	CPCCCM1011	Undertake basic estimation and costing	CPCCOM1012	Work effectively and sustainably in the construction industry	CPCCOM1013	Plan and organise work	CPCCVE1011*	Undertake a basic construction project	CPCCWHS1001#	Prepare to work safely in the construction industry	CPCCWHS2001	Apply WHS requirement, policies and procedures in the construction industry	CPCCOM1014	Conduct workplace communication	CPCCOM1015	Carry out measurements and calculations	CPCCOM2001*	Read and interpret plans and specifications
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CPCCOM2001*	Read and interpret plans and specifications																						
Training and Assessment Delivery	<p>The Blue Dog Training VETiS program is delivered at the student’s school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.</p> <p>Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.</p> <p>Training and assessment are via Blue Dog Training’s blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.</p> <p>Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.</p> <p>Blue Dog Training are responsible for all training and assessment.</p>																						

VET Qualification – Two Years (RTO #31193 – Blue Dog Training Pty Ltd)	
Career Opportunities and Pathways	This course is a pathway to develop entry-level construction industry skills. Completion of this course may allow students to begin a trade in the construction industry as a second year apprentice. The skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification. This program will develop employability skills as a transition from school to employment focusing on achieving an apprenticeship.
Eligibility - Cost	<p>The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.</p> <p>This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:</p> <ul style="list-style-type: none"> • be currently enrolled in secondary school • permanently reside in Queensland • be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen • not already completing or have already completed a funded VETiS course with another registered training organisation. <p>In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.</p> <p>Please refer to the Blue Dog Training Website for information on their refund policy. https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf</p>
Special Requirements	The construction industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment and this qualification requires all units of competency to be delivered in this context. Work placement is recommended to help students develop employability skills.
Further Information	Information is correct at time of publication, but subject to change.

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

Notes:

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

Mandatory Workplace Health and Safety (WHS) training - The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site.

Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

Certificate II in Hospitality – SIT20322

VET Qualifications/Certificate Courses – Delivered at Siena Catholic College

VET Qualification – One Year (RTO #5710 – SmartSkill Pty Ltd)	
This course is followed by VET Qualification SIT 3016 Certificate III in Tourism in Year 12	
Qualification Description	This qualification provides the basic knowledge and skills required to start a career within in the hospitality industry. The qualification will cover areas such as food and beverage, gaming, front office, housekeeping, front office and being safe and hygienic within the workplace. This introductory level qualification is the best way to start your career in hospitality or help you on your way to further study in hospitality and tourism.
Entry Requirements	There are no entry requirements for this qualification.
Course Duration	The qualification will take between 12 to 24 months to complete.
Qualification Packaging Rules	12 Units must be completed: <ul style="list-style-type: none"> • 6 Core Units • 6 Elective Units
Course Structure	<p>Certificate II in Hospitality Food and Beverage will be delivered by Siena Catholic College under the registration of SmartSkill. Industry presenters will be engaged throughout the program as part of the course. The certificate is based on the Food and Beverage stream and focuses on the service of food and beverage to customers.</p> <p>Core Units</p> <p>BSBTWK201 Work effectively with others SITHIND006 Source and use information on the hospitality industry SITHIND007 Use hospitality skills effectively SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices</p> <p>Elective Units</p> <p>SITXFSA005 Use hygienic practices for food safety SITHFAB021 Provide responsible service of alcohol SITHFAB022* Clean and tidy bar areas SITHFAB023* Operate a bar SITHFAB024* Prepare and serve non-alcoholic beverages SITHFAB025* Prepare and serve espresso coffee * Pre-requisite unit is SITXFSA005 Use hygienic practices for food safety</p>
Assessment	Depending on the units of competency chosen, there will be a mixture of classroom delivery (theory) and venue/ industry delivery (practical).
Career Opportunities and Pathways	<p>This qualification is a Certificate II, which provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.</p> <p>This qualification has 12 units in total (6 core and 6 electives). The electives can cover a number of disciplines, from housekeeping, portering, administration, customer services, sales, cookery, kitchen operations, IT, finance, food and beverage and gaming. There are no pre-requisites for this qualification.</p>

Cost	<p>VETiS funding **</p> <p>Fee for Service – from \$495.00 + \$300 consumables and administration</p> <p>** If you are a current Queensland School Student, you may be eligible to undertake a VETiS qualification funded by the VET investment budget and delivered by an RTO who is approved as a Skills Assure supplier (SAS). For more information about eligibility and funding, visit https://desbt.qld.gov.au/training/providers/funded/vetis and download the fact sheet.</p>
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Certificate III in Tourism – SIT30122

VET Qualifications/Certificate Courses – Delivered at Siena Catholic College

VET Qualification – One Year (RTO #5710 –SmartSkill Pty Ltd)	
Qualification Description	<p>This qualification provides the essential knowledge and skills required to undertake roles within the tourism industry. The qualification will cover areas such as tour operations, tour co-ordination and delivery, marine tourism, customer service, sales, food and beverage and sustainability.</p> <p>This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites, and any small tourism business.</p>
Entry Requirements	There are no entry requirements for this qualification.
Qualification Packaging Rules	<p>15 units must be completed:</p> <ul style="list-style-type: none"> • 4 Core Units • 11 Elective Units
Course Structure	<p>Certificate III Tourism will be delivered by Siena Catholic College, under the registration of SmartSkill. Industry presenters will be engaged throughout the program as part of the course.</p> <p>Core Units</p> <p>SITTIND003 Source and use information on the tourism and travel industry SITXCCS014 Provide service to customers SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices</p> <p>Elective Units</p> <p>SITTGDE017 Prepare and present tour commentaries or activities SITXCCS009 Provide customer information and assistance SITXCCS010 Provide visitor information SITXCCS012 Provide lost and found services SITXCOM008 Provide a briefing or scripted commentary SITXWHS006 Identify hazards, assess and control safety risks SITHFAB021 Provide responsible service of alcohol SITHFAB022* Clean and tidy bar areas SITHFAB023* Operate a bar SITHFAB024* Prepare and serve non-alcoholic beverages SITHFAB025* Prepare and serve espresso coffee</p>
Assessment	Depending on the units of competency chosen, there will be a mixture of classroom delivery (theory) and venue/ industry delivery (practical).
Career Opportunities and Pathways	<p>This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills and sound knowledge of industry operations to plan and coordinate tourism services.</p> <p>Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.</p>
Cost	\$495.00 + \$100 consumables and administration
Course Duration	The qualification will take between 12 to 24 months to complete.

Certificate III in Fitness – SIS30321

VET Qualifications/Certificate Courses – Delivered at Siena Catholic College

VET Qualification – Two Years (RTO #32155 – FIT Education Pty Ltd)	
Qualification Description	<p>This program prepares participants for employment in the sports and fitness industry as a gym instructor.</p> <p>The gym instructor is the minimum entry level to the fitness Industry. The gym instructor is trained in fitness activity specific competencies to instruct individual and group clients in specified work environments such as a fitness/health centre.</p> <p>Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, developing and instructing circuit classes and conducting group fitness sessions.</p>
Entry Requirements	<p>There are no entry requirements for this qualification.</p> <p>Students and their parent/carer are required to complete an enrolment form which outlines the terms and conditions of enrolment.</p>
Professional Registration	<p>Graduates are eligible for registration with Fitness Australia with specialisation in:</p> <ul style="list-style-type: none"> • Gym Instructor • Group Exercise Instructor
Qualification Packaging Rules	<p>For the SIS30321 qualification, 15 units must be completed:</p> <ul style="list-style-type: none"> • 11 core units • 4 elective units
Course Structure	<p>Core Units</p> <p>HLTAID011* Provide First Aid</p> <p>SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise</p> <p>BSBPEF301 Organise personal work priorities</p> <p>BSBOPS304 Deliver and monitor a service to customers</p> <p>SISFFIT032 Complete pre-exercise screening and service orientation</p> <p>SISFFIT033 Complete client fitness assessments</p> <p>SISFFIT052 Provide healthy eating information</p> <p>SISFFIT040 Develop and instruct gym-based exercise programs for individual clients</p> <p>SISFFIT035 Plan group exercise sessions</p> <p>SISFFIT036 Instruct group exercise sessions</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>Elective Units</p> <p>SISXFAC002 Maintain sport, fitness and recreation facilities</p> <p>SISXCAI009 Instruct strength and conditioning techniques</p> <p>SISFFIT037 Develop and instruct group movement programs for children</p> <p>BSBOPS403 Apply business risk management processes</p>
Learning Experiences	<p>A range of teaching and learning experiences will be used to deliver the competencies, including:</p> <ul style="list-style-type: none"> • Practical tasks • Activities in simulated work environments • Activities in real work environment (Fit Education gym, other gyms on Coast) • Online resources
Assessment	<p>This program is predominantly a practical competency based program structured on being able to utilise the skills in a simulated workplace environment.</p> <p>Assessment is competency based and therefore no levels of achievement are awarded (only competent / not yet competent).</p> <p>Units of competency have been clustered and are assessed this way.</p>

VET Qualification – Two Years (RTO #32155 – FIT Education Pty Ltd)

	<p>Course assessment activities include the completion of set tasks (practical and knowledge) scheduled throughout the course duration. Many of the practical tasks will be observed while working as an Exercise (Gym) Instructor or while participating in practical lessons. Knowledge tasks are generally short answer and test the student’s knowledge against one or more of the competency units.</p> <p>Evidence gathering methods include oral and written questioning, third party reports, observation, work samples and client feedback.</p> <p>Teachers from the College will deliver the course to the students. Fit Education will act as the RTO for the enrolled students, supply the College with the required training and assessment resources and provide assistance to teaching staff for the delivery of the course.</p>
<p>Career Opportunities and Pathways</p>	<p>This training program articulates with Certificate IV in Fitness (SIS40221). The Certificate IV qualification articulates into a range of higher VET pathways (e.g. Diploma in Fitness, Sport & Recreation and Health) that can lead into university pathways (e.g. Bachelor of Human Movement Studies and Bachelor of Education). Completion of Certificate III can contribute towards ATAR eligibility.</p>
<p>Cost</p>	<p>Upfront fees - \$450 per student which is the charge from Fit Education for the 2 Year Course.</p> <p>Fit Education Refund Policy - Students have until the end of Term 1 to confirm their enrolment in the course. After this date there is no refund for the cost of the course.</p> <p>Other charges</p> <p>Year 11: \$167 (School Resource Fee, Gym visits, T-Shirt and First Aid Course)</p> <p>Year 12: \$60 (School Resource Fee and Gym visits)</p> <p>Students may receive pro-rata school and other course related refunds according to when they exit the course.</p>
<p>Service Agreement</p>	<p>The RTO guarantees that the student will be provided with every opportunity to complete the qualification as per the rights and obligations outlined in the enrolment process and information handbooks provided.</p> <p>To be awarded a Certificate III in Fitness participants must have demonstrated competency in the 16 Units of Competency listed.</p> <p>Those participants that exit before completing the Certificate will be provided with a Statement of Attainment for the units of competency successfully completed.</p>
<p>Further Information</p>	<p>This information is correct at the time of publication but is subject to change.</p> <p>Tristan Clark – School Based Fitness Coordinator Fit Education</p> <p>Phone: 1300 FIT EDU (1300 348 338) Email: chris@fiteducation.edu.au</p>

Certificate IV in Crime & Justice – 10971NAT

VET Qualifications/Certificate Courses – Delivered Externally Online

VET Qualification – Two Years (RTO #32123 – Unity College)	
Qualification Description	<p>Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.</p> <p>Aims: The Certificate IV in Crime and Justice course is designed to</p> <ul style="list-style-type: none"> • provide students with a broad understanding of the justice system • develop the personal skills and knowledge which underpin employment in the justice system.
Entry Requirements	<p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills.</p>
Qualification Packaging Rules	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.
Course Structure	<p>NAT10971001 Provide information and referral advice on justice-related issues</p> <p>NAT10971002 Prepare documentation for court proceedings</p> <p>NAT1097003 Analyse social justice issues</p> <p>BSBXCM401 Apply communication strategies in the workplace</p> <p>BSBRES401 Analyse and present research information</p> <p>PSPREG003 Apply Regulatory Powers</p> <p>BSBLEG421 Apply understanding of the Australian Legal System</p> <p>BSBPEF402 Develop personal work priorities</p> <p>BSBLEG523 Apply legal principles in tort law matters</p> <p>PSPREG010 Prepare a brief of evidence</p> <p>BSBLDR414 Lead team effectiveness</p> <p>PSPREG012 Gather Information through interviews</p>
Learning Experience	<p>Content is delivered in a classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals</p> <p>Technology required: access to the internet</p>
Assessment	Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions.
Pathways	The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.
Cost	\$750 upfront fee (current at 30 September 2022)
Further Information	<p>Refund Policy Refund for students exiting a certificate course is on prorata basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g., a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the principal.</p>

Certificate II in Health Support Services – HLT23215

VET Qualifications/Certificate Courses – Delivered externally

Qualification Description	<p>Health Support Services</p> <p>Reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.</p> <p>Community Services</p> <p>May be used as a pathway for workforce entry as community services workers provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.</p> <p>These programs will provide students with the basic skills for a career in the health and social services industries, as well as providing a pathway for those wishing to pursue further study in these fields.</p> <p>Skills acquired through the dual Health qualifications include:</p> <ul style="list-style-type: none"> • Conduct basic health checks • Communication skills • Health Promotion • Organising daily work schedules • Infection Control • Working in teams • Customer service • First Aid and CPR • Working with diverse people
Entry Requirements	Nil
Qualification Packaging Rules	Dual Certificate II – students must complete the following to be awarded these qualifications (6 core units & 8 elective units)
Course Structure	<p>Year 1 (Certificate II units)</p> <p>HLTWHS001 Participate in workplace health and safety</p> <p>BSBWOR202 Organise and complete daily work activities</p> <p>BSBINM201 Process and maintain workplace information</p> <p>HLTINF001 Comply with infection prevention and control policies and procedures</p> <p>HLTHSS003 Perform general cleaning tasks in a clinical setting</p> <p>HLTHSS005 Undertake routine stock maintenance</p> <p>CHCCOM005 Communicate and work in health or community services</p> <p>BSBCUS201 Deliver a service to customers</p> <p>CHCCOM001 Provide first point of contact</p> <p>CHCCCS010 Maintain a high standard of service</p> <p>CHCCCS020 Respond effectively to behaviours of concern</p> <p>CHCDIV001 Work with diverse people</p>
Learning Experience	Kawana Waters State College has customised stimulation training areas. Students will train and be assessed in the Health Education Unit. This unit was developed and construction in alignment with best practice ‘Emergency Spaces.’
Assessment	Written and practical assessments, trainer observations, practical log book.
Career Opportunities and Pathways	The health pathway can open the doors to a career in nursing, paramedics, science, workplace health and safety, allied health, aged care, community health, mental health, health administration and more.
Cost	This course is supported by Connect N Grow RTO: 40518 and will be delivered as a dual qualification in 2021. Students will access their VETis funding for the Certificate II in

VET Qualification – Two Years (RTO # 40518 - Connect N Grow)

	Health Support Services (HLT23215). There is a course cost of \$550 for the Certificate III Health Services Assistant (HLT33115).
Further Information	Refund Policy - No refunds are applicable

Certificate III in Health Services Assistant – HLT33115

VET Qualifications/Certificate Courses – Delivered externally

VET Qualification – Two Years (RTO # 40518 – Connect N Grow)																			
Qualification Description	The Certificate III in Health Services Assistant (HLT33115) reflects the role of first aid or medical response workers who provide basic health care services including emergency first aid and sometimes transport services in the pre-hospital/out of hospital environment. The qualification applies to people who provide a first response in workplaces such as industrial sites, first aid organisations and the Australian Defence Force (ADF).																		
Entry Requirements	Completion of Certificate II Health Support Services and Certificate II Community Services.																		
Course Structure	<p>Year 2 (Certificate III units)</p> <table border="0"> <tr> <td>HLTAAP001</td> <td>Recognise healthy body systems</td> </tr> <tr> <td>BSBMED301</td> <td>Interpret and apply medical terminology</td> </tr> <tr> <td>CHCCCS015</td> <td>Provide individualised support</td> </tr> <tr> <td>BSBWOR301</td> <td>Organise personal work priorities and development</td> </tr> <tr> <td>HLTAID011</td> <td>Provide first aid</td> </tr> <tr> <td>HLTAID009</td> <td>Provide cardiopulmonary resuscitation</td> </tr> <tr> <td>BSBMED303</td> <td>Maintain patient records</td> </tr> <tr> <td>CHCCCS009</td> <td>Facilitate responsible behaviour</td> </tr> <tr> <td>HLTWHS002</td> <td>Follow safe work practices for direct client care</td> </tr> </table>	HLTAAP001	Recognise healthy body systems	BSBMED301	Interpret and apply medical terminology	CHCCCS015	Provide individualised support	BSBWOR301	Organise personal work priorities and development	HLTAID011	Provide first aid	HLTAID009	Provide cardiopulmonary resuscitation	BSBMED303	Maintain patient records	CHCCCS009	Facilitate responsible behaviour	HLTWHS002	Follow safe work practices for direct client care
HLTAAP001	Recognise healthy body systems																		
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BSBMED303	Maintain patient records																		
CHCCCS009	Facilitate responsible behaviour																		
HLTWHS002	Follow safe work practices for direct client care																		
Learning Experience	Students will be trained and assessed by current Health Expert. Trainers will conduct training and assessing onsite at the Health Education Unit. Students will partake in real life work opportunities.																		
Delivery Mode and Assessment	<p>Assessment is competency based and will be administered onsite at Kawana Waters State College Health Unit by Health Educators.</p> <p>Assessment techniques include:</p> <ul style="list-style-type: none"> - Observation – Folios of Work – Questionnaires – Written and practical tasks. <p>Work Experience – students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge, and employability. Connect N Grow considers industry experience to be a very important inclusion of the Certificate III qualifications.</p>																		
Career Opportunities and Pathways	The health pathway can open the doors to a career in nursing, paramedics, science, workplace health and safety, allied health, aged care, community health, mental health, health administration and more. Completion of the health pathway will result in opportunities to explore Tertiary study at the University of the Sunshine Coast into a Bachelor of Nursing, Bachelor of Health Science, Bachelor of Biomedical Science, Bachelor of Health and Community Care Management.																		
Cost	This course is supported by Connect N Grow RTO: 40518 and will be delivered as a dual qualification in 2022-2023. Students will access their VETis funding for the Certificate II in Health Support Services (HLT23215) and Certificate II in Community Services (CHC22015). There is a course cost of \$550 for the Certificate III Health Services Assistant (HLT33115).																		
Further Information	<p>Refund Policy -</p> <p>No refunds are applicable.</p>																		

School-based Apprenticeship and Traineeship (SATs)

Traineeships

Students complete 7.5 hours per week paid employment which equates to a total of 375 hours per 12 month period. For a school-based trainee to be eligible for completion they must have met the minimum paid employment requirement as outlined below:

- 12-month full time nominal completion duration - 50 days minimum
- 24-month full time nominal completion duration - 100 days minimum

Generally, the student will have a release day from school (preferred day is Wednesday) where they will complete this work. Additional hours can be completed over school holidays or weekends as negotiated by the employer. The paid employment component of the traineeship is called 'on-the-job' training.

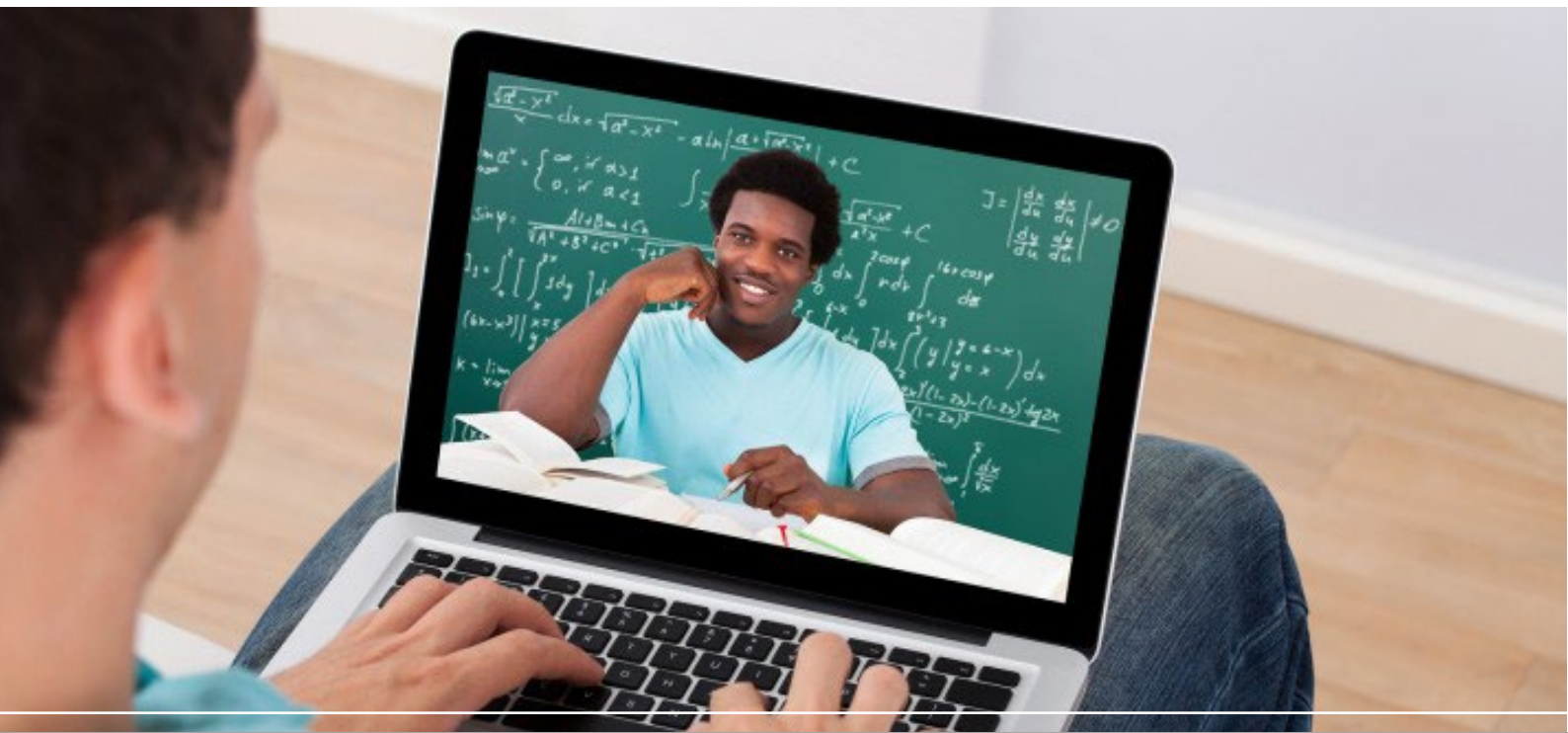
'Off the job' training refers to the qualification that is associated with the traineeship and students complete this in a variety of modes. Most traineeships have a Certificate III level qualification outcome which gives the student a QTAC Tertiary Rank of 68 as well as 8 points towards their Queensland Certificate of Education (QCE). Traineeships are generally a 2-year commitment but they can be obtained in one year provided the **100 days paid work and all units of competencies of the qualification are completed.**

Apprenticeships

Apprenticeships refer to trade qualifications and are not completed at the end of the Year 12. Students generally undertake one day per week paid employment except for an electrical apprenticeship where students must complete 2 days per week paid employment. Some 'off the job' trade qualifications require students to attend TAFE or other registered training organisations in blocks of time. Once the apprenticeship is completed after Year 12, students will be awarded their Tertiary Rank of 68 for a Certificate III qualification. Up to 6 QCE points are awarded to students who complete all required paid work and units of competencies at the end of Year 12.

Student Responsibilities

- Students can apply for a concessional line if they are released one day per week for their traineeship/apprenticeship and their qualification replaces a school subject.
- Both ATAR and NON/ATAR students can apply for a SAT; however, ATAR students must be aware of the implications of missing out on school one day per week.
- Some SATs are offered to students as part of their part-time employment; e.g. Subway, McDonalds and these have limited impact on their timetable and subjects.
- Students who attend work during school time must be responsible for catching up on missed lessons and assessment.
- Students must gain parental permission and complete the school's Expression of Interest form.



Distance Education

Schools of Distance Education

Schools of distance education offer students access to subjects in the online environment. Students may access subjects online for a variety of reasons, including instances in which a subject might clash with another subject which is offered on the same line.

Siena Catholic College students may access subjects from [Riverside Christian College, Brisbane School of Distance Education](#) (BSDE) and [Cairns School of Distance Education](#) (CSDE).

Enrolment

All School-based enrolments for BSDE and CSDE must first be approved by and submitted from the student's base school, i.e Siena Catholic College. (See below for information regarding **Riverside Christian College**.)

Riverside Christian College

In 2022, Year 11 students will be offered subjects in the online environment via Riverside Christian College. The College currently has more than 650 students who access their school of Distance Education. They allow students to access subjects via synchronous and /or asynchronous delivery, so students do not have to have their timetable align to Riverside's offerings. Riverside Christian College charges \$850 per student per subject per year. To secure this price, all enrolments must be processed by Siena Catholic College/Brisbane Catholic Education. Details regarding enrolment processes, etc. will be communicated when confirmed.

The following subjects will be offered in 2022.

APPLIED SUBJECTS	PRE-REQUISITES / CONDITIONS
Mathematics	
Essential Maths	N/A
English	
Essential English	N/A
Humanities	
Religion and Ethics	N/A
Technologies	
Engineering Skills	Local students only Conditional on practical elements
Industrial Graphics	Minimum IT requirements
Science	
Aquatic Practices	Conditional on practical elements: Local students only
Science in Practice	N/A
The Arts	
Visual Arts in Practice	Local students only Conditional on practical elements
Media Arts in Practice	Minimum equipment requirements

GENERAL SUBJECTS	PRE-REQUISITES / CONDITIONS
Mathematics	
General Mathematics	Pre-requisite skill level
Mathematics Methods	Pre-requisite skill level
Specialist Mathematics	Pre-requisite skill level
English	
General English	Pre-requisite skill level

GENERAL SUBJECT CONT.	
Humanities	
Accounting	Pre-requisite skill level
Ancient History	Pre-requisite skill level
Business	Pre-requisite skill level
Legal Studies	Pre-requisite skill level
Modern History	Pre-requisite skill level
Technologies	
Design	Pre-requisite skill level
Food and Nutrition	Pre-requisite skill level Conditional on practical elements
Health & Physical Education	
Health	Pre-requisite skill level
Physical Education	Pre-requisite skill level Local students only Conditional on practical elements
Science	
Biology	Pre-requisite skill level Conditional on practical elements
Chemistry	Pre-requisite skill level Conditional on practical elements
Marine Science	Local students only Conditional on practical elements
Physics	Conditional on practical elements
Psychology	Pre-requisite skill level
Languages	
Japanese	Additional digital platform Pre-requisite skill level
The Arts	
Dance	Local students only Conditional on practical elements
Drama	Local students only Conditional on practical elements
Film and TV	Pre-requisite skill level Minimum equipment requirements
Music	Minimum equipment requirements Pre-requisite skill level
Visual Art	Local students only Conditional on practical elements

SHORT COURSES	PRE-REQUISITES	COST
Career Education	Nil	Available upon request
English	Nil	
Maths	Nil	
CERTIFICATE COURSES	PRE-REQUISITES	COST
Cert II Agriculture	Will need to liaise with RTO Coordinator to ascertain suitability	Available upon request
Cert II Dance		
Cert I Construction		
Cert II Horse Care		
Cert II Hospitality		
Cert II Workplace Skills		