Senior Subject Selection Handbook

2026-2027

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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 details 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.

Ms Sharon Collins
Principal

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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

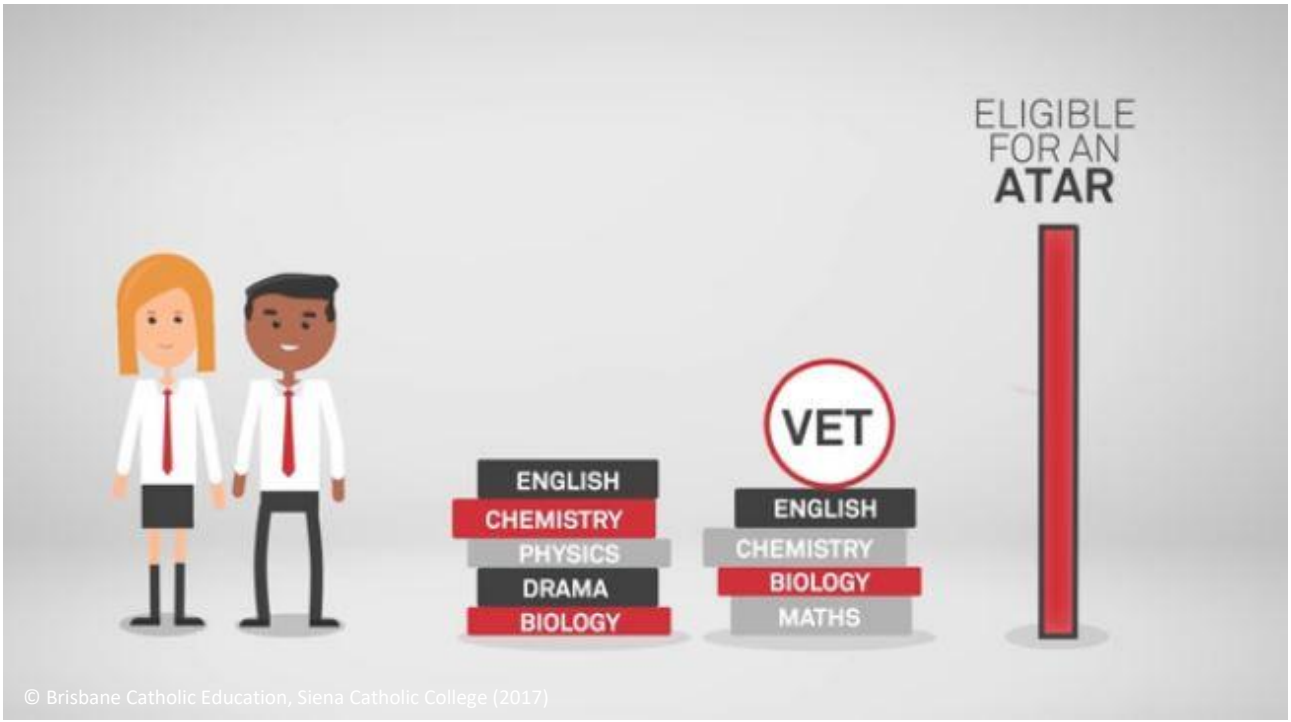
The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

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	☐ QCAA General subjects ☐ QCAA Applied subjects ☐ QCAA Short Courses ☐ vocational education and training (VET) courses ☐ school-based apprenticeships and traineeships ☐ university subjects completed while at school ☐ workplace learning ☐ recognised certificates and awards
I'd like to learn a trade	
I want to find a job	

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

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- 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

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- 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.

QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

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.

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.

Recommended Minimum Achievement Levels in Year 10 for Senior Subjects in 2026

Religious Education		
General	**English**	**Religion**
Study of Religion	B	B
Applied		
Religion & Ethics	C	C

English & Languages	
General	**Year 10 English**
English	C+
Literature	C+
Italian	B-
Applied	
Essential English	C

Mathematics		
General	**10 Core Maths**	**10 Advanced Maths**
General Mathematics	C+	C
Mathematical Methods	-	B
Specialist Mathematics	-	B
Applied		
Essential Mathematics	C	C

Science				
General	**English**	**Science**	**Core Math**	**Adv Math**
Biology	B	B	B	
Chemistry	B	B	B	
Physics	B	B		B
Psychology	B	B	B	

Humanities					
General	**English**	**History**	**Science**	**Maths**	**Religion**
Ancient History	B-	B-			
Business	B-			C	
Geography	B-	B-	C+		
Legal Studies	B-	B-			
Modern History	B-	B-			
VET Qualifications					
Cert IV in Crime & Justice	B-				

Health & Physical Education				
General	**English**	**Science**	**Maths**	**HPE**
Physical Education	B	B		B
Health	B	B		B
Applied				
Sport & Recreation	C		C	
VET Qualifications				
Cert III Fitness	C		C	

The Arts		
General	**English**	
Dance	C+	
Drama	C+	
Film, TV & New Media	C+	
Music	C+	
Visual Arts	C+	
Technologies		
General	**English**	**Maths**
Design	B	B
Digital Solutions	C	B
Applied		
Industrial Graphic Skills	C	C
Industrial Technology Skills	C	C
VET Qualifications		
Cert I Construction / Cert II Construction Pathways	C	C
Cert II Hospitality / Cert III Tourism	C	C

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

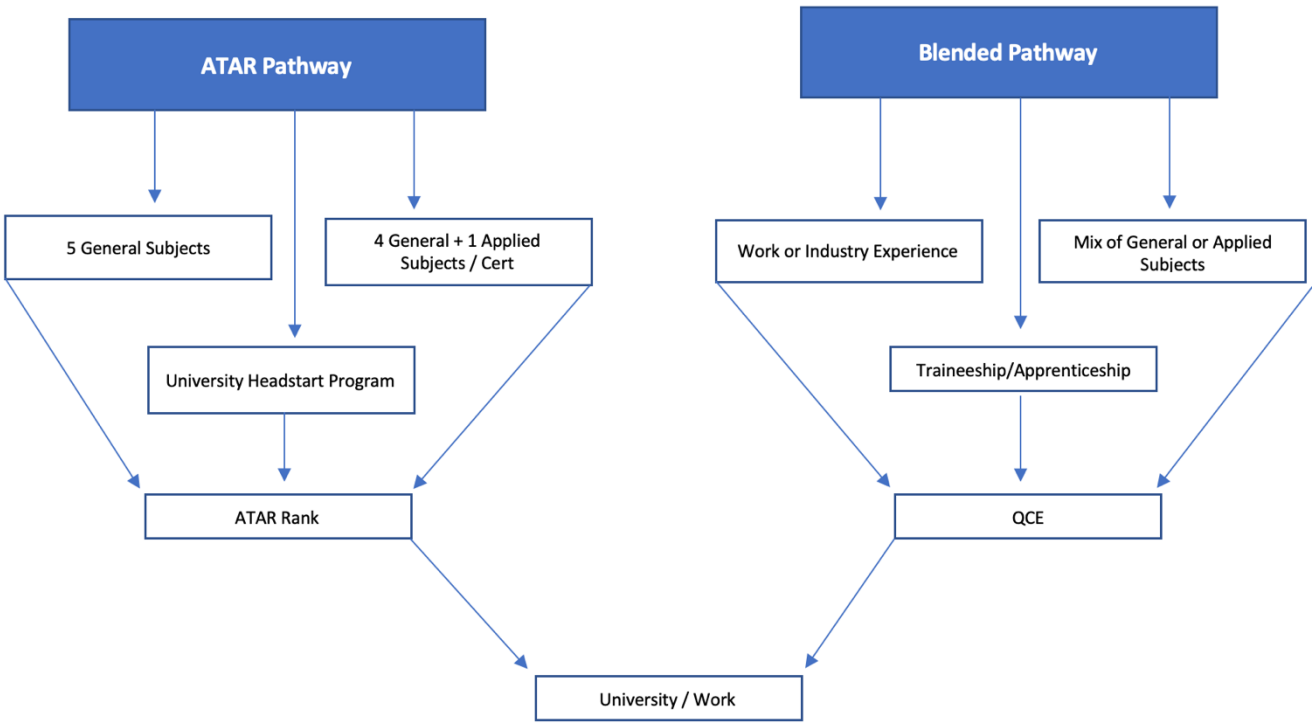
Year 10 Students and Parents/Carers

- 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 required 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 an 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 Justice Studies
- 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 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 https://www.usc.edu.au/study/courses-and-programs/headstart

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 studies 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 & Languages

General

- English
- Literature
- Italian

Applied

- Essential English

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Humanities

General

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

Health and Physical Education

General

- Health
- Physical Education

Applied

- Sport and Recreation

The Arts

General

- Dance
- Drama
- Film, Television & New Media

Technologies

General

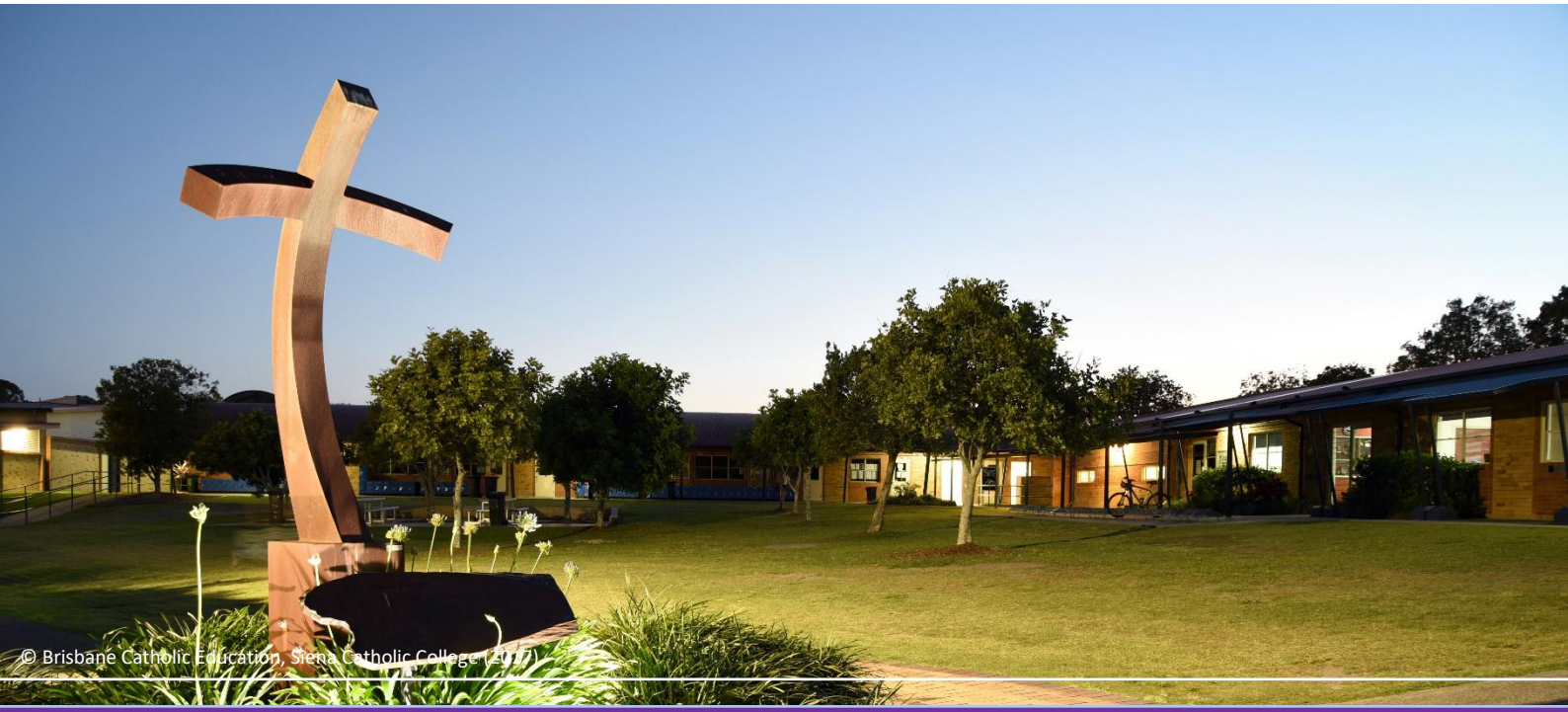
- Design
- Digital Solutions
- Food & Nutrition

Applied

- Industrial Graphics Skills
- Industrial Technology Skills

VET Qualifications/Certificate Courses

- Diploma of Business
- Certificate II in Construction Pathways
- Certificate II in Hospitality
- Certificate III in Tourism
- Certificate III in Fitness
- Certificate IV in Justice Studies
- Certificate II in Health Support Services
- Certificate III in Health Services Assistant



Religious Education Learning Area

Study of Religion

General Senior Subject

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

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

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

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

Pathways

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

Objectives

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

- Explain features and expressions of religious traditions.
- Analyse perspectives about religious expression.
- Evaluate the significance and influence of religion.
- Communicate 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
Unit 1: Religion, Meaning and Purpose Topic 1: Nature and purpose of religion Topic 2: Sacred texts	**Unit 2: Religion And Ritual** Topic 1: Lifecycle rituals Topic 2: Calendrical rituals	**Unit 3: Religious Ethics** Topic 1: Social ethics Topic 2: Personal ethics	**Unit 4: Religion — Rights and Relationships** Topic 1: Religion and the nation–state Topic 2: Human existence and 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 2 (IA2): • **Investigation — inquiry response**	25%	Summative internal assessment 3 (IA3): Investigation — inquiry response	25%
Summative internal assessment 1 (IA1): • **Examination — extended response**	25%	Summative external assessment (EA): Examination — short response	25%

Religion & Ethics

Applied Senior Subject

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

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

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

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

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

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

Objectives

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

- Explain religious, spiritual and ethical principles and practices.
- Examine religious, spiritual and ethical information.
- Apply religious, spiritual and ethical knowledge.
- 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.	
• Unit Option A: Australian Identity. • Unit Option B: Social Justice. • Unit Option C: Meaning, purpose and expression.	• 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: - 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: - 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.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English & Languages Learning Area

General English

General Senior Subject

The subject English focuses on the study of both literary texts (Novels, films, short stories, poetry, plays, performance productions) and non-literary texts (Television episodes, Vlogs, Articles, Digital Stories, political cartoons), 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 text types.

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/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 ***Rebel Without a Cause*** • Representations of adolescents in texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	**Text and Culture** ***Living on the Margins*** • 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** ***Issues & Concepts in Texts*** • 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** ***The Human Condition*** • 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): • Extended response — spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — written response for a public audience	25%	Summative external assessment (EA): • Examination — analytical written response	25%

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
Adolescent Identity: Limitations and Expectations
• Ways literary texts are received and responded to
• How textual choices affect readers
• Creating analytical and imaginative texts
• Approaches to reading literature:
  ○ Text centred
  ○ Author centred
  ○ Reader centred
  ○ World centred
• An assemblage of texts that represent adolescents e.g. Heartbreak High, Love Simon, Coda
	Intertextuality
	The Gothic
	• 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
	• European Gothic literature
	  ○ Castle of Otranto
	  ○ Dracula
	• Southern Gothic
	  ○ To Kill a Mockingbird
		Literature and Identity
		Fear & Suffering
		• Relationship between language, culture and identity in literary texts
		• Power of language to represent ideas, events and people
		• Creating analytical and imaginative texts
		• Play 'Terror'
		• Victorian era poetry
			Independent Explorations
			• Dynamic nature of literary interpretation
			• Close examination of style, structure and subject matter
			• Creating analytical and imaginative texts
			• Hamlet

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 — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response (Short story)	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response • Reinterpretation of ideas & perspectives in a literary text • A reimagined response for a new cultural content	25%	Summative external assessment (EA): • Examination — analytical written response	25%

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** • Family/carers and friends • Lifestyle and leisure • Education	**Esplorando il mondo** **Exploring our world** • Travel • Technology and media • The contribution of Italian culture to the world	**La nostra societa** **Cultura e indentità** **Our society; Culture and Identity** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Il mio presente** **Il mio futuro** **My present** **My future** • 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): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response – multi modal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	30%	Summative internal assessment 3 (IA3): • Examination — combination 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 • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and Human Experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that Influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and Popular Culture Texts** • 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): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment 3 (IA3): • Extended response — Written response

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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, Algebra and Linear Equations Consumer Arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Linear Equations and Trigonometry, Matrices and Univariate Data** • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate Data, Sequences and Change, And Earth Geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and Networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • 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-Nspire CX II-T is a requirement for this subject.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, Algebra, Functions and Probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability.	**Calculus and Further Functions** • Exponential functions 2 • The logarithmic function 1 • Introduction to differential calculus • Further differentiation and applications 1	**Further Calculus and Statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further Calculus Trigonometry and Statistics** • Trigonometric functions • Continuous random variables and the normal distribution • Sampling and proportions • 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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • 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 practicing 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-Nspire CX II-T is a requirement for this subject..

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, Vectors and Proof • Combinatorics • Vectors in the plane • Introduction to proof • Matricies	**Complex Numbers, Trigonometry, Functions and Matrices** • Complex numbers • Circle and geometric proofs • Trigonometry and functions • Matrices	**Further Vectors, Matrices and Complex Numbers** • Vectors and matrices • Complex numbers 2	**Further Calculus and Statistical Inference** • 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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • 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 Money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Travel and Data** • Fundamental topic: Calculations • Time and motion • Data collection • Graphing	**Measurement, Scales and Chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, Data and Loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

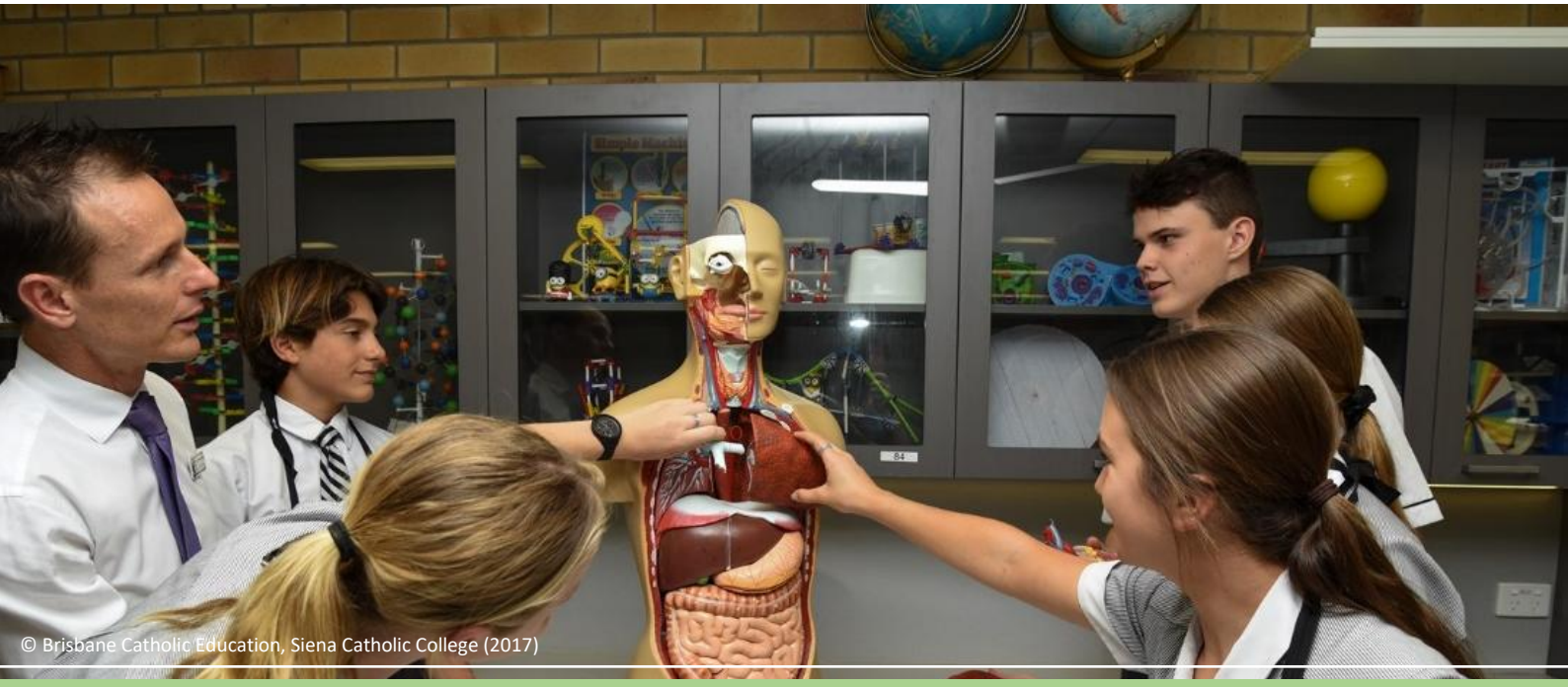
Assessment

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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment 3 (IA3): • Examination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Science Learning Area

Biology

General Senior Subject

Biology provides opportunities for students to engage with living systems.

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

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

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 • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the Internal Environment** • Homeostasis — thermoregulation and osmoregulation • Infectious diseases and epidemiology	**Biodiversity and the Interconnectedness of Life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and Continuity of Life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data Test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research Investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student Experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Supervised Examination</td></tr>
</table>

Chemistry

General Senior Subject

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

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

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; and 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 • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular Interactions and Reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, Acids and Redox Reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, Synthesis and Design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Research Investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student Experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Supervised Examination</td></tr>
</table>

Physics

General Senior Subject

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

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

Students 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 skepticism 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 • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear Motion and Waves** • Linear motion and force • Waves	**Gravity and Electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in Modern Physics** • Special relativity • Quantum theory • The Standard Model

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data Test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research Investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student Experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Supervised Examination</td></tr>
</table>

Psychology

General Senior Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

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

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 • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual Behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual Thinking** • Brain function • Sensation and perception • Memory • Learning	**The Influence of Others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Student Experiment</td><td>20%</td></tr>
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• Supervised Examination</td></tr>
</table>

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 • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business	**Financial Reporting** • Accounting for a trading GST business • End-of-year reporting for a trading GST business	**Managing Resources** • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business	**Accounting — the Big Picture** • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

- Assessment

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): • Project – Cash Management	25%	Summative internal assessment 3 (IA3): • Examination – Combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History

General Senior Subject

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 • Digging up the past • Ancient societies — Weapons and warfare • Ancient societies — Beliefs, rituals and funerary practices.	**Personalities in Their Time** • Akhenaten • Perikles • Cleopatra • Nero	**Reconstructing the Ancient World** • Early Imperial Rome • The 'Fall' of the Western Roman Empire • The Medieval Crusades	**People, Power and Authority** • 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): • 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

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 • Fundamentals of business • Creation of business ideas	**Business Growth** • Establishment of a business • Entering markets	**Business Diversification** • Competitive markets • Strategic development	**Business Evolution** • Repositioning a business • Transformation of a business

Assessment

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

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 • The basic economic problem • Economic flows • Market forces	**Modified Markets** • Markets and efficiency • Case options of market measures and strategies	**International Economics** • The global economy • International economic issues	**Contemporary Macroeconomics** • 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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • 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 • Natural hazard zones • Ecological hazard zones	**Planning Sustainable Places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to Land Cover Transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing Population Change** • Population challenges in Australia • Global population change

Assessment

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

Legal Studies

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 • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of Probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, Governance and Change** • Governance in Australia • Law reform within a dynamic society	**Human Rights in Legal Contexts** • Human rights • 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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • 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 • 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** • 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 Myanmur (Burma)	**National experiences in the Modern World** • 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** • 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%


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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** • Alcohol (elective) • Body image (elective)	**Community as a Resource for Healthy Living** • Homelessness (elective) • Road safety (elective) • Anxiety (elective)	**Respectful Relationships in the Post-Schooling Transition.**

Assessment

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 — action research	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • 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 • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport Psychology, Equity and Physical Activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical Awareness, Ethics and Integrity and Physical Activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, Fitness and Training and Physical Activity** • 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): • Project – folio	25%	Summative internal assessment 3 (IA3): • Project – folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

Sport & Recreation

Applied Senior Subject

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
■ Sport and recreation in the community ■ Sport, recreation and healthy living ■ Health and safety in sport and recreation activities ■ Personal and interpersonal skills in sport and recreation activities	■ Active play and minor games ■ Challenge and adventure activities ■ Games and sports ■ Lifelong physical activities ■ Rhythmic and expressive movement activities ■ 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: ■ written: 500–900 words ■ spoken: 2½–3½ minutes ■ multimodal: 3–6 minutes ■ performance: 2–4 minutes.*	Presented in one of the following modes: ■ written: 600–1000 words ■ spoken: 3–4 minutes ■ multimodal: 4–7 minutes	Presented in one of the following modes: ■ written: 600–1000 words ■ spoken: 3–4 minutes ■ multimodal: 4–7 minutes.	■ 2–4 minutes*	■ 60–90 minutes ■ 50–250 words per item

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


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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:

1. Demonstrate an understanding of dance concepts and skills
2. Apply literacy skills
3. Organise and apply the dance concepts
4. Analyse and interpret dance concepts and skills
5. Apply technical skills
6. Realise meaning through expressive skills
7. Create dance to communicate meaning
8. Evaluate dance, justifying the use of dance concepts and skills

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 Dance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies ***Area of Study*** How does dance communicate meaning for different purposes and in different contexts? **Inquiry questions** ○ How do purpose and context influence the manipulation of movement through selection of the elements of dance, structure and production elements to communicate meaning? ○ How do dancers use and alter technical and expressive skills to communicate meaning for different purposes and in different contexts?	**Moving through environments** ***Area of Study*** How does the integration of the environment shape dance to communicate meaning? **Inquiry questions** ○ How does the communication of meaning vary when dance is created and presented in and through specific physical sites, and film and new technologies? ○ How do specific physical sites, and film and new technologies influence the manipulation of movement through selection of dance concepts to communicate meaning? ○ How do dancers use and alter dance skills (technical and expressive) to communicate meaning in specific sites, and in film and new technologies?	**Moving statements** ***Area of Study*** How is dance used to communicate viewpoints? **Inquiry questions** ○ How does a choreographer's cultural background affect the communication of their viewpoint in dance? ○ How does a choreographer's selection and manipulation of movement by the elements of dance, structure and production elements affect the communication of social, political or cultural viewpoints to an audience? ○ How are technical and expressive skills used to communicate social, political or cultural viewpoints to an audience?	**Moving my way** ***Area of Study*** How does dance communicate meaning for me? **Inquiry questions** ○ How does background affect movement styles and choreographic processes of choreographers (including how they approach choreographic problem-solving)? ○ How does your own background influence your personal movement style and choreographic process (including choreographic problem-solving)? ○ How are the technical and expressive skills used to develop a personal movement style? ○ How do you use your own social, political, cultural, geographical contexts and influences to create a dance communicating a personal viewpoint?

Assessment

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

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

Summative Assessments

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

Drama

General Senior Subject

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

1. Demonstrate skills of drama.
2. Apply literacy skills.
3. Interpret purpose, context and text.
4. Manipulate dramatic languages.
5. Analyse dramatic languages.
6. Evaluate dramatic languages.

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
Share ***Area of study*** How does drama promote shared understandings of the human experience? **Inquiry questions** ○ How can we use drama to celebrate, document, empower and share understandings of the human experience? ○ How can we recreate people's stories in linear and non-linear dramatic forms? ○ How can people's stories be shared through making and responding to drama as ensemble and audience?	**Reflect** ***Area of study*** How is drama shaped to reflect lived experience? **Inquiry questions** ○ How can we use representational dramatic traditions to inform, empathise and chronicle/document lived experiences? ○ -How can we manage dramatic languages to reflect the human condition? ○ How can we reflect contemporary and inherited styles of Realism through making and responding?	**Challenge** ***Area of study*** How can we use drama to challenge our understanding of humanity? **Inquiry questions** ○ How can drama help to educate, challenge and empower us to question society at this time and advocate change? ○ How can we shape dramatic languages to communicate and challenge an understanding of humanity at this time? ○ How can we make and respond to dramatic works to explore challenges and demands of the human experience?	**Transform** ***Area of study*** How can you transform dramatic practice? **Inquiry questions** ○ How can you transform dramatic practice? ○ Contemporary performance ○ associated conventions of styles and texts ○ inherited texts as stimulus

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): • Performance	20%	Summative internal assessment 3 (IA3): • Practice-led project	35%
Summative internal assessment 2 (IA2): • Dramatic concept	20%		
Summative external assessment (EA): 25% • 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

1. Design moving-image media products.
2. Create moving-image media products.
3. Resolve film, television and new media ideas, elements and processes.
4. Apply literacy skills.
5. Analyse moving-image media products.
6. Evaluate film, television and new media products, practices and viewpoints.

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
Foundation ***Areas of study*** Technologies Institutions Languages **Inquiry questions** ○ How are tools and associated processes used to create meaning? ○ How are institutional practices influenced by social, political and economic factors? ○ How do signs and symbols, codes and conventions create meaning?	**Stories** ***Areas of study*** Representations Audiences Languages **Inquiry questions** ○ How do representations function in stories? ○ How does the relationship between narrative and meaning change in different contexts? ○ How are media languages used to construct stories?	**Participation** ***Areas of study*** Technologies Audiences Institutions **Inquiry questions** ○ How do technologies enable or constrain participation? ○ How do different contexts and purposes impact the participation of individuals and cultural groups? ○ How is participation in institutional practices influenced by social, political and economic factors?	**Artistry** ***Areas of study*** Technologies Representations Languages **Inquiry questions** ○ How do media artists use technologies to challenge conventional practices? ○ How do media artists portray people, places, events, ideas and emotions? ○ How do media artists use signs, symbols, codes and conventions to create meaning?

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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • 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

1. Demonstrate technical skills.
2. Use music elements and concepts.
3. Analyse music.
4. Apply compositional devices.
5. Apply literacy skills.
6. Interpret music elements and concepts.
7. Evaluate music.
8. Realise music ideas.
9. 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
Designs ***Area of study*** Designs **Inquiry question**: ○ How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** ***Area of study*** Identities **Inquiry question**: ○ How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** ***Area of study*** Innovations **Inquiry question**: ○ How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** ***Area of study*** Narratives **Inquiry question:** ○ How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

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): • Performance	20%	Summative internal assessment 3 (IA3): • Project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • 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

1. Implement ideas and representations.
2. Apply literacy skills.
3. Analyse and interpret visual language, expression and meaning in artworks and practices.
4. Evaluate influences.
5. Justify viewpoints.
6. Experiment in response to stimulus.
7. Create visual responses using knowledge and understanding of art media.
8. Realise 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
Art as lens ***Areas of study:*** Developing Researching Reflecting Resolving **Inquiry questions** ○ How do artists generate solutions to visual problems? ○ How do artists react to stimulus? ○ How do artists consider ideas and information, media techniques and processes? ○ How do artists communicate individual ideas as visual, written or spoken responses? **Contexts** Personal Contemporary **Media** Two-dimensional, three-dimensional	**Art as code** ***Areas of study:*** Developing Researching Reflecting Resolving **Inquiry questions** ○ How do artists generate solutions to visual problems? ○ How do artists react to stimulus? ○ How do artists consider ideas and information, media techniques and processes? ○ How do artists communicate individual ideas as visual, written or spoken responses? **Contexts** Formal Cultural **Media** Two-dimensional, three-dimensional and time-based by the end of Unit 2.	**Art as knowledge** ***Areas of study:*** Developing Researching Reflecting Resolving **Inquiry questions** ○ How do artists generate solutions to visual problems? ○ How do artists react to stimulus? ○ How do artists consider ideas and information, media techniques and processes? ○ How do artists communicate individual ideas as visual, written or spoken responses? **Contexts** Contemporary, personal, cultural and/or formal **Media** Student-selected	**Art as alternate** ***Areas of study:*** Developing Researching Reflecting Resolving **Inquiry questions** ○ How do artists generate solutions to visual problems? ○ How do artists react to stimulus? ○ How do artists consider ideas and information, media techniques and processes? ○ How do artists communicate individual ideas as visual, written or spoken responses? **Contexts** Contemporary and Personal, cultural and/or formal **Media** Student-selected

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 – inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project – inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project – inquiry phase 2	25%		
Summative external assessment (EA): 25% • 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 • Experiencing design • Design process • Design styles	**Commercial Design** • Explore — client needs and wants • Develop — collaborative design	**Human-Centred Design** • Designing with empathy	**Sustainable Design** • 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): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions

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 • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and Data Solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital Innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital Impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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 • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	**Food Drivers and Emerging Trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	**Food Science of Carbohydrate and Fat** • The food system • Carbohydrate • Fat • Developing food solutions	**Food Solution Development for Nutrition Consumer Markets** • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — folio	30%	Summative external assessment (EA): • 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
• Industry practices • Drafting processes	• 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: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3-6 minutes • product: continuous class time	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

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
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structures
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical

Core Topics	Core Topics	Elective Topics
• Industry practices • Production processes	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	• Thermoplastics fabrication • Thermosetting fabrication

Assessment

Units 1 and 2 assessments 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.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item


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Vocational Education Training (VET) Certificate Courses

Diploma of Business – BSB50120

VET Qualifications/Certificate Courses – Delivered Externally Online

VET Qualification – 18 months (RTO# 31981 – First Choice College)	
Qualification Description	BSB50120 - Diploma of Business (Release 1) This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have frontline management accountabilities. 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.
Learning Experiences	The BSB50120 Diploma of Business offered by First Choice College is an excellent qualification for those looking to start a business, equip themselves with the skills for a promotion, or looking for a pathway to university. This course covers an array of topics such as operational plan management, risk management, resource and customer service management. Apply fundamental skills to enhance critical thinking and communication skills to excel in whichever business-related career you choose.
Entry Requirement	Nil. All enrollees will have to complete an LLN indicator tool prior to enrolment.
Course Structure	Total number of units = 12, made up of 5 core units plus 7 elective units. First Choice College BSB50120 Diploma of Business qualification consists of the following units: **Core Units** 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 **Elective Units** BSBHRM525 Manage recruitment and onboarding BSBOPS504 Manage business risk BSBPMG430 Making presentations BSBLDR522 Manage people performance BSBPEF502 Develop and use emotional intelligence SIRXMKT006 Develop a social media strategy BSBMKG541 Identify and evaluate marketing opportunities
Assessment	Assessment requirements: Short answer knowledge questions and a workbook. Each unit workbook is made up of a combination of assessment tools. This may consist of project tasks, practical tasks, scenarios/case studies. Delivery mode: Self-directed via the online student portal. Trainer support available via appointments through Microsoft Teams Training Sessions.

VET Qualification – 18 months (RTO# 31981 – First Choice College)	
Career Opportunities and Pathways	Frontline manager Team leader Administration manager Business development manager
Fees	**Course Cost** - $1,450 followed by a second payment of $1000 once the fifth unit has been completed. Total Price: $2,450 **First Choice College Refund Policy** – Students enrolled into a Nationally Accredited Qualification have a **7-day orientation period** from the agreed course commencement date (date online access details are provided). Withdrawal requests received by students **during the orientation (cooling off) period** will result in a full refund of course fees paid less a withdrawal fee* of: •$250.00 per certificate for Fee for Service enrolments into Nationally Accredited Qualifications/Courses. *The withdrawal fee will be withheld to cover trainer and administration costs associated with setting up student records and providing learning content and assessment materials. This fee is payable in all circumstances including payment plan options when the fee has not yet been collected, and fees will still be deducted until the withdrawal fee has been paid. Withdrawal requests received by students **after the orientation (cooling off) period** will result in no refunds being paid and any unpaid portions of the financial contract agreed to will remain due and owing in accordance with the payment plan until paid in full.

Certificate II in Construction Pathways CPC20220

VET Qualifications/Certificate Courses – Delivered at Siena Catholic College

VET Qualification – Two Years (RTO #31193 – Blue Dog Training Pty Ltd)	
Qualification Description	The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing. The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. 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.
QCE Points	4
Application	The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.
Training and Assessment Delivery	The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training. Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop. Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training is responsible for all training and assessment. **Core Units** CPCCOM1012 Work Effectively and Sustainably in the Construction Industry CPCCOM1013 Plan and Organise Work CPCCVE1011* Undertake A Basic Construction Project CPCCWHS2001 Apply WHS Requirements, Policies and Procedures in the Construction Industry CPCCOM1015 Carry Out Measurements and Calculations **Elective Units** CPCWHS1001# Prepare to Work Safely in the Construction Industry CPCCCM2004* Handle Construction Materials CPCCCM1011 Undertake Basic Estimation and Costing CPCCCA2002* Use Carpentry Tools and Equipment CPCCWF2002* Use Wall and Floor Tiling Tools and Equipment

VET Qualification – Two Years (RTO #31193 – Blue Dog Training Pty Ltd)	
Eligibility - Cost	Blue Dog Training is an approved Career Ready VET in Schools provider. CPC20220 Certificate II in Construction Pathways - This qualification is funded by the Department of Trade, Employment and Training (DTET) through the Career Ready - VET in Schools (VETiS) program, which provides eligible secondary school students with access to one (1) approved funded Career Ready – VET in Schools qualification while at school. In situations where a student is not eligible for Career Ready VET in Schools (VETiS) funding, under the DTETs funding arrangements, Blue Dog Training offers fee-for-service enrolments at a cost of $1,200. 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
Further Information	Information is correct at time of publication, but subject to change.

Notes:

Ø *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.

Ø Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Ø # 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'.

More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

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 to commence a career within the hospitality industry. You will learn about a variety of topics from working with others, working safely and hygienically, interacting with customers, serving alcohol responsibly, and preparing and serving a variety of beverages. This introductory level qualification is the best way to start your journey in the hospitality industry, or act as a starting point to undertake further study in hospitality or tourism sectors. This nationally recognised qualification is at a **Certificate II level,** which prepares you with the skills and knowledge to undertake positions in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops throughout Australia.
Entry Requirements	There are no pre-requisites to undertake.
Course Duration	The qualification will take up to 12 months to complete.
Qualification Packaging Rules	12 Units must be completed: • 6 Core Units • 6 Elective Units
Course Structure	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. **Core Units** 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 **Elective Units** SITXFSA005 Use Hygienic Practices For Food Safety SITHFAB021 Provide Responsible Service of Alcohol SITHFAB022* Clean and Tidy Bar Areas SITHFAB023* Operate A Bar SITHGAM022 Provide Responsible Gambling Services SITHFAB024* Prepare and Serve Non-Alcoholic Beverages SITHCCC023* Use Food Preparation Equipment **Pre-requisite unit is SITXFSA005 Use hygienic practices for food safety.*
Assessment	The qualification will be delivered through a mixture of classroom delivery (theory) and industry delivery (practical). Work placement consisting of 12 service shifts is mandatory for this qualification.

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	
Materials and Resources	All workbooks, assessments, equipment, facilities and resources to complete the qualification will be supplied or provided to participants.
Career Opportunities and Pathways	This nationally recognised qualification is at a Certificate II level, which prepares you with the skills and knowledge to undertake positions in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops throughout Australia.
Cost	VETiS funding ** Fee for Service – from $695.00 ** 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.

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	This qualification provides the essential knowledge and skills required to undertake roles within the tourism industry. The qualification will cover areas such sourcing, accessing and providing information, serving customers, selling tourism products and services, advising on Australian destinations and preparing customer quotations.
Entry Requirements	There are no entry requirements for this qualification.
Qualification Packaging Rules	15 units must be completed: • 4 Core Units • 11 Elective Units
Course Structure	Certificate III Tourism will be delivered by Siena Catholic College, under the registration of SmartSkill. Please note that these are suggested units of competency. The actual units of competency will be confirmed at a later date. **Core Units** 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 **Elective Units** SITTTVL001 Access and Interpret Product Information SITTTVL003 Provide Advice on Australian Destinations SITTTVL004 Sell Tourism Products or Services SITTTVL005 Prepare Customer Quotations SITXCCS010 Provide Visitor Information SITXFSA005* Use Hygienic Practices for Food Safety SITHFAB021* Provide Responsible Service of Alcohol SITHFAB022* Clean and Tidy Bar Areas ** SITHFAB024* Prepare and Serve Non-Alcoholic Beverages ** SITHGAM022* Provide Responsible Gambling Services * *These units have been completed in SIT20322 Certificate II in Hospitality. Credit transfer would apply*. ** *Pre-requisite unit is SITXFSA005 Use hygienic practices for food safety*.
	Depending on the units of competency chosen, there will be a mixture of classroom delivery (theory) and simulated/ real industry delivery (practical).
Career Opportunities and Pathways	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. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.
Materials and Resources	All workbooks, assessments, equipment, facilities and resources required to complete this qualification will be supplied to participants.
Cost	Fee for Service – from $695.00
Course Duration	The qualification will take up to 12 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	This program prepares participants for employment in the sports and fitness industry as gym instructors. The gym instructor is the minimum entry level to the fitness Industry. This qualification reflects the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgment to solve routine issues within the parameters of clearly defined organisational policies and procedures. 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.
Entry Requirements	There are no entry requirements for this qualification. Students and their parent/carer are required to complete an enrolment form which outlines the terms and conditions of enrolment.
Professional Registration	Graduates are eligible for registration with Fitness Australia with specialisation in: Gym Instructor Group Exercise Instructor
Qualification Packaging Rules	For the SIS30321 qualification, 15 units must be completed: 11 core units 4 elective units
Course Structure	**Core Units** SISFFIT047 Use Anatomy And Physiology Knowledge To Support Safe And Effective Exercise HLTWHS001 Participate In Workplace Health And Safety BSBOPS304 Deliver And Monitor A Service To Customers SISFFIT032 Complete Pre-Exercise Screening And Service Orientation SISFFIT03 Complete Client Fitness Assessments SISFFIT052 Provide Healthy Eating Information SISFFIT040 Develop And Instruct Gym Based Exercise Programs For Individual Clients BSBPEF301 Organise Personal Work Priorities SISFFIT035 Plan Group Exercise Sessions SISFFIT036 Instruct Group Exercise Sessions HLTAID011 Provide First Aid **Elective Units** SISXFAC007 Maintain Clean Facilities SISXCA009 Instruct Strength And Conditioning Techniques SISFFIT037 Develop And Instruct Group Movement Programs For Children BSBOPS403 Apply Business Risk Management Processes
Learning Experiences	A range of teaching and learning experiences will be used to deliver the competencies, including: Practical tasks Activities in simulated work environments Activities in real work environment (Fit Education gym, other gyms on Coast) Online resources
Assessment	This program is predominantly a practical competency-based program structured on being able to utilize the skills in a simulated workplace environment.

Certificate IV in Justice Studies – 10971NAT

VET Qualifications/Certificate Courses – Delivered Externally Online

VET Qualification – Two Years (RTO # 40789 Professional Investigators College of Australasia PICA)	
Qualification Description	Certificate IV in Justice Studies is a nationally accredited course. The Certificate IV in Justice Studies 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. Aims: The Certificate IV in Justice Studies course is designed to: • Provide students with a broad understanding of the justice system • Develop the personal skills and knowledge that underpin employment in the justice system.
Entry Requirements	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. Attitude – students need to demonstrate independent learning skills Students may be required to undertake an LLN test to determine suitability and any support needs.
Qualification Packaging Rules	To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.
Units of Competency Delivered	**Core Units** BSBLEG421 Apply Understanding of the Australian Legal System BSBXCM401 Apply Communication Strategies in the Workplace NAT10971001 Provide Information and Referral Advice on Justice-Related Issues NAT10971002 Prepare Documentation for Court Proceedings NAT10971003 Analyse Social Justice Issues PSPREG033 Apply Regulatory Powers **Elective Units** PSPREG006 Produce Formal Record of Interview PSPREG010 Prepare a Brief of Evidence PSPLEG002 Encourage Compliance with Legislation In Public Sector PSPETH007 Uphold and Support the Values and Principles of Public Service
Learning Experience	Content is delivered via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops. Technology required: access to the internet
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 Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law-related fields such as the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.
Cost	$750 up-front fee (current at 30th April 2025)
Further Information	Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.

Certificate II in Health Support Services – HLT23215

VET Qualifications/Certificate Courses – Delivered Externally

VET Qualification – Two Years (IVet RTO # 40548)	
Qualification Description	Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid effective communication, workplace health and safety, infection control, understanding common medical terminology conducting health checks, recognising healthy body systems and working with diverse people. Electives are packaged in this course offering to provide a qualification with a specialisation in assisting in nursing work in acute care.
Entry Requirements	There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.
Qualification Packaging Rules	Dual Certificate II – students must complete the following to be awarded these qualifications (6 core units & 8 elective units)
Course Structure	**Year 1 (Certificate II Units)** HLTWHS001 Participate in Workplace Health and Safety BSBWOR202 Organise and Complete Daily Work Activities BSBINM201 Process and Maintain Workplace Information HLTINF001 Comply with Infection Prevention and Control Policies and Procedures HLTHSS003 Perform General Cleaning Tasks in a Clinical Setting HLTHSS005 Undertake Routine Stock Maintenance CHCCOMO05 Communicate and Work in Health or Community Services BSBCUS201 Deliver a Service to Customers CHCCOM001 Provide First Point of Contact CHCCCS010 Maintain a High Standard of Service CHCCCS020 Respond Effectively to Behaviours of Concern CHCDIV001 Work with Diverse People
Delivery Mode	A range of delivery modes will be used during the teaching and learning of this qualification. These include: ● face-to-face training ● practicals and scenarios ● online learning **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.
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	Assessment is competency based. Assessment techniques include: • Observation • Folios of work • Questionnaires • Written and practical tasks

VET Qualification – Two Years (IVet RTO # 40548)	
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	The total cost of these courses is $550 (subject to change). This fee covers: HLT33115 Certificate III in Health Services Assistance + HLT23215 Certificate II in Health Support Services Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator to explore potential options. Students are also required to supply their own laptop.
Further Information	**Refund Policy** - No refunds are applicable **RTO Obligation -** Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by IVet. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Certificate III in Health Services Assistant – HLT33115

VET Qualifications/Certificate Courses – Delivered Externally

VET Qualification – Two Years (IVet RTO # 40548)	
Qualification Description	Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid effective communication, workplace health and safety, infection control, understanding common medical terminology conducting health checks, recognising healthy body systems and working with diverse people. Electives are packaged in this course offering to provide a qualification with a specialisation in assisting in nursing work in acute care.
Entry Requirements	There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.
Course Structure	**Year 2 (Certificate III Units with Specialisation)** HLTAAP001 Recognise Healthy Body Systems BSBMED301 Interpret and Apply Medical Terminology CHCCCS015 Provide Individualised Support BSBWOR301 Organise Personal Work Priorities and Development HLTAID009 Provide Cardiopulmonary Resuscitation HLTAID011 Provide First Aid CHCCCS009 Facilitate Responsible Behaviour HLTAIN001 Assist with Nursing Care in an Acute Care Environment HLTAIN002 Provide Non-Client Contact Support in an Acute Care Environment CHCCCS026 Transport Individuals CHCCCS002 Assist with Movement
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	Assessment is competency based and will be administered onsite at Kawana Waters State College Health Unit by Health Educators. Assessment techniques include: ▪ Observation ▪ Folios of Work ▪ Questionnaires ▪ Written and practical tasks **Work placement** To achieve this qualification with this specialisation, a minimum of 80 hours of work placement, supervised by a registered nurse with current AHPRA registration, must be completed.
Career Opportunities and Pathways	Potential options may include: ▪ Various Certificate IV qualifications ▪ Diploma of Nursing ▪ Bachelor Degrees (e.g. Bachelor of Nursing) ▪ Entry level employment within the health industry.

VET Qualification – Two Years (IVet RTO # 40548)	
Cost	The total cost of this course is $900.00 ($550.00 for the Certificate II & $350.00 for the Certificate III AIN subject to change). Students may be able to access funding to help subsidise the cost of their training. Contact the VET to explore potential options. Students are also required to supply their own laptop.
Further Information	**Refund Policy** - No refunds are applicable. **RTO Obligation -** Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by IVet. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

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.

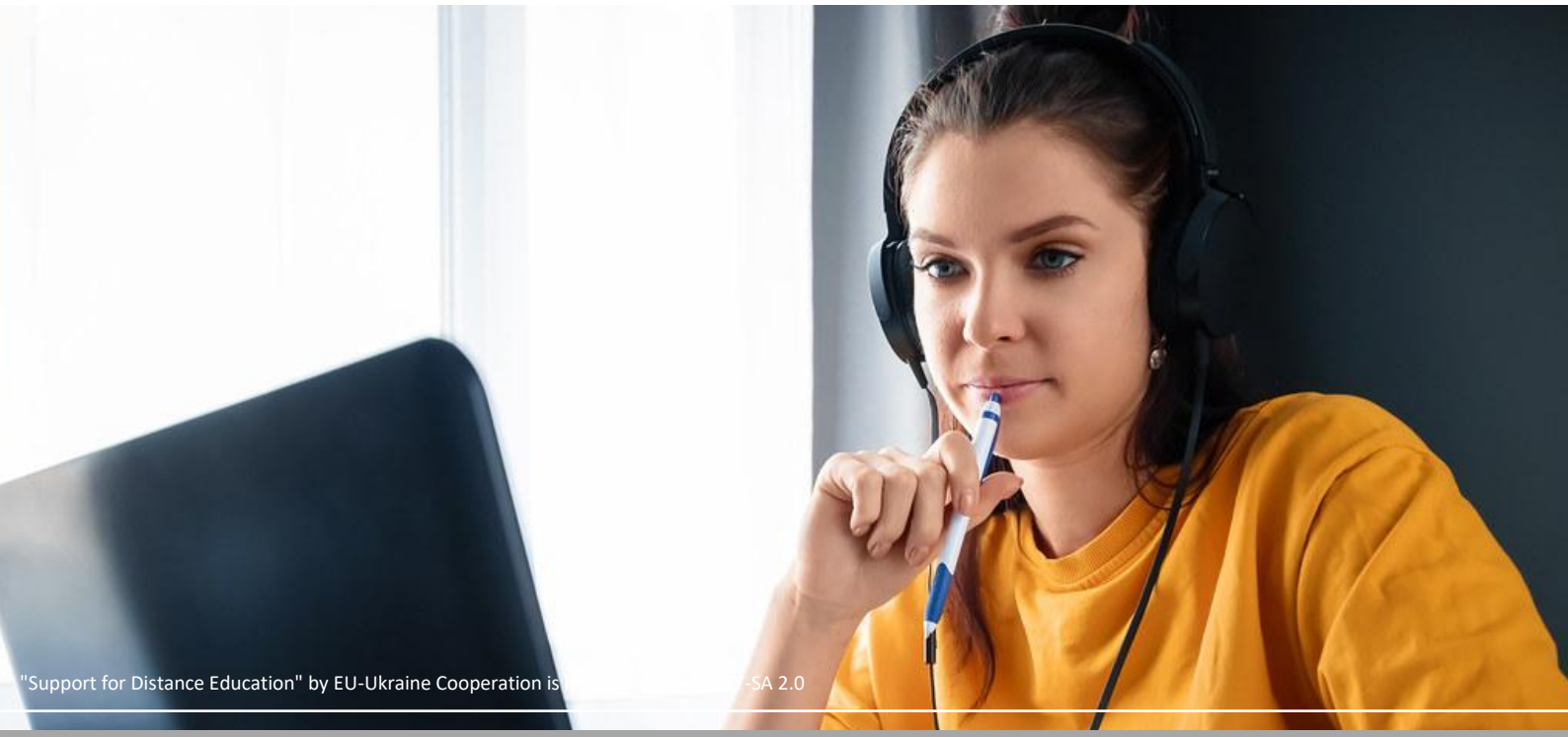
'Off the job' training refers to the qualification that is associated with the traineeship and students complete this in a variety of modes. Most traineeships have a Certificate III level qualification outcome which gives the student a QTAC Tertiary Rank of 68 as well as 8 points towards their Queensland 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 Ill 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.



"Support for Distance Education" by EU-Ukraine Cooperation is -SA 2.0

Distance Education

Schools of Distance Education

Schools of distance education offer students access to subjects in an 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 Distance Education must first be approved by and submitted by the Assistant Principal, Teaching & Learning.

Brisbane School of Distance Education (BSDE)

BSDE has a history of providing a unique learning environment for students who are located in a variety of settings across Queensland, Australia and the world. We are a leader in online delivery of learning for students. We are dedicated to excellence in teaching and learning through thoughtful innovation, inspiration and inclusion for each student who attends our school.

Student learning is provided through flexible, individualised and quality curriculum programs. Through forward-thinking use of digital technology, we provide live group lessons including support materials with a focus on Excellence in Virtual Learning.

For more information, including fees and subjects offered, please visit the school's https://brisbanesde.eq.edu.au/

Riverside Christian College

The College, through its Riverside Plus program, offers Senior students (Year 11 and 12) from other schools the opportunity to engage in single subjects online that are unavailable at their existing education provider, while remaining enrolled in their school.

Riverside offers a wide range of subjects, including short courses, that support student pathways and assist them to achieve their goals and aspirations. Contact us today to tailor flexible, online learning to suit your child's individual needs.

For more information, including fees and subjects offered, please visit the College's website https://rccdistanceed.qld.edu.au

Cairns School of Distance Education (CSDE)

Cairns School of Distance Education (CSDE) is a Queensland state school offering educational services to home-based and school-based learners.

The school's culture is characterised by the provision of individualised curriculum and high levels of educational support, achieved through close professional working relationships with students and home tutors.

For more information, including fees and subjects offered, please visit the school's website https://cairnssde.eq.edu.au/