# SUBJECT SUBJECT SUBJECT SUBJECT St Benedict's College





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### FROM THE PRINCIPAL

Claire McLaren



Learning at St Benedict's College is divided into three stages: Middle Years (Year 7 and Year 8); Lower Senior Years (Year 9 and Year 10) and Senior Years (Year 11 and Year 12).

There are distinct differences in the way learning is structured and engaged within each phase and our curriculum offerings. These change to offer students more choice and depth in learning to provide a range of courses to suit all learning pathways. In the Senior Years, students have the opportunity to choose a University (ATAR) pathway; TAFE or other Vocational (VET) educational provider pathways; or transition to the workforce pathway (Non ATAR) at the College.

This Senior Years Subject Handbook is designed to help students plan their course of study which will allow them to experience a range of subjects so that they can engage in areas of learning that are aligned to their chosen career or post school pathways.

Year 11 is the first year of the Senior Learning Phase and is a chance to depth different subject options. This is further enhanced in Year 12 where students have the opportunity to continue with university focused preparation, senior subjects or vocational subjects and the world of work. All students will be asked to choose one English, one Mathematics and one Religion option which best suits their pathway and ability. All other subjects will be free choice electives to give students the greatest flexibility in the design of their senior course of study.

Students and parents/carers are asked to read this handbook thoroughly and engage in discussion with a variety of people before making a decision. Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and resources available. Teachers are very happy to discuss subjects with you, as well as the suitability of your child for various subjects. We know your child and can assist in the development of a pattern of study that allows breadth, challenge and the option to follow a variety of pathways to prepare them well for life beyond school.

( M. M. Lana

Claire McLaren Principal

### **SBC VISION AND MISSION**



St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of hard work, humility, stewardship, balance and community.

We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents, to underpin all that we do.

#### Vision

To enable each student to use their God given gifts to become successful lifelong learners who are self directed, creative, confident and reflective; fully able to engage with and contribute to the world in which they live.

#### Mission

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We do this by:

- Acknowledging the individual qualities and attributes of each student
- Providing a safe and supportive environment
- Engaging in technology rich, 21<sup>st</sup> century learning
- Designing flexible and engaging learning experiences where all students can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

#### Values

We seek to promote the values of Service, Balance and Community for our students, staff and parents/carers. Through prayerful reflection we invite all members to:

- Work in Service of others and our world
- Seek Balance in all that we do
- Live in Community with justice, compassion and respect.



### SBC LEARNING AND TEACHING FRAMEWORK

#### Philosophy

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition, based on the values of hard work, humility, stewardship, balance and community.

We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents, to underpin all learning and teaching opportunities.

We respond to the education of young people by interweaving the values of St Benedict's Rule with ACARA documents, BCE Frameworks for Learning and Teaching, QCAA syllabus documents and national training packages for VET.

#### We Believe

- That the Rule of St Benedict is a contemporary expression of the way learning and teaching is formulated, reviewed and lived out.
- That every student has the God given gifts for success and these flourish in a climate of trust and mutual respect.
- That learning for life and fostering a love of learning through an engaging, relevant and meaningful curriculum is inextricably linked with living life to the full.
- That learning and teaching is a dynamic, collaborative process where students and teachers aim to realise their potential to become fully human through challenging themselves and each other to seek creativity, innovation, challenge and meaning.
- That teaching is a ministry where top quality, collaborative and highly skilled staff of integrity and action lay at the heart of educational success.

### WHAT IS A PATHWAY ?

A Pathway is a direction selected for individual learning and selecting an appropriate pathway is vital for student success. Careful deliberation needs to be given to the pathway selected to maximise student potential and access to particular careers.

When selecting a pathway consider the following questions:

- 1. What career am I interested in?
- 2. What is the pathway necessary to access this career?
- 3. What are the educational prerequisites for the career?
- 4. Do the subjects I have selected contribute to my preparation for this career?
- 5. Beyond my chosen career, what other pathways would be accessible through this course?

#### What pathway is best for me?



The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals.

#### QCE requirements for students completing Year 12 from 2020

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements (diagram below).



### Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent. Literacy & numeracy Students must meet literacy and numeracy requirements through one of the available learning options.



### **ABOUT THE QCE**

With hundreds of course combinations available, you can choose the QCE learning options that are right for you.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short Courses do not contribute
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by QCAA	Check with QTAC depends on course

For further information, please refer to the QCAA link below regarding the new QCE senior assessment system. Additionally, College staff can provide relevant information. The College is focused on supporting students to attain their QCE and will keep families informed of any issues regarding QCE attainment as students work through their courses of study. https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/information-school-communities The QCIA certificate recognises the schooling achievement of students who are on individualised learning programs due to impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

The QCIA records educational achievement in two areas:

- The Statement of Achievement provides description of the student's demonstrated knowledge and skills in areas of study and learning.
- The Statement of Participation lists activities that a student has undertaken such as extra curricular activities or work experiences.

The QCIA recognises the unique individual achievements that cannot generally be credited to a Learning Account for a QCE. It is an official record of completion of at least 12 years of education. It can be shown to employers as a summary of knowledge and skills gained. It can also be used by training providers to help them decide the best training options they can provide for a particular student.

Students or parents wishing to find out more about the QCIA should talk to the Learning Enhancement Leader, the Guidance Counsellor or the Deputy Principal. The QCAA website also has a section dealing with the certificate under Certificates and Qualifications. The current web address is http://www.gsa.gld.edu.au.

# Queensland Certificate of Individual Achievement

This is to certify that Jane Citizen

has achieved the results reported on this statement

#### Statement of Achieve

Areas of Study and Learning Prepares food and applies food service skills in the school isfaurant. iperates a coffee espresso machine to make hot beverages th support. ollows a pictorial recipe to prepare basic meals with

es words and symbols within familiar environments. Ites basic money transactions with supervision.

#### mmunity, Citizenship and the Environment tributes to the school community as a senior leader by leling behaviour and attitudes to other students. Jses locs g behaviour and attitudes to other students. al cales, food courts and restaurants for meals and leraction with support. ses and comprehends signs and symbols in the

community with prompting. Prepares for work and lessure activities with prompting.

# Personal and Living Dimensions Understands and practises daily self-care and personal hygiene routines. Locates and purchases items in a familiar supermarket with worked semenastic

verbal prompting. Follows safe and hygienic practices in the kitchen during preparation and clean up with prompting. Operates basic kitchen equipment with verbal support. Makes a variety of snacks and sandwiches.

Statement of Participation

Fundraising School camp

Communication and Technologies Computereds multiple-step instructions to complete tasks in a variety of estings. Uses a computer to access information on the internet with support. Uses a calculator and measuring tools in a range of applications with support. Hiteracts with peers socially and communicates personal needs.

Applies appropriate skills in school tenpin bowling activities Swims with peer group in a school-based program and is

writer set. Pispa school-based team sports with supervision. Displays the principles of good sportsmanship and helps others to do the same. Plays computer games using a mouse with prompting.

mays composer games using a mouse with prompting. Weostional and Transition Activities Compiletes required tasks at external work experience undertakes new skills at work experience with assistant Applies personal safety procedures with correct use of completes basic garden maintenance with prompting.

Special swimming carnival School choir



A Melbourne Street, South Brisbane Date of issue: 19 December 2014 SAMPLE hris Ride LUI: 1234 5678 n 9110

### Tertiary Study, QTAC and ATARS

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

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

An Australian Tertiary Admission Rank (ATAR) allows tertiary admissions centres (e.g. QTAC) to compare students from across Australia when they apply for tertiary places.

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

- Satisfactorily completed an English subject
- Completed five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III or above.

The ATAR is expressed on a 2000 point scale from 99.95(highest) down to 0, in increments of 0.005. ATAR's below 30 will be reported as '30.00 or less'.

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

ATAR

GENERAL SUBJECTS

GENERAL SUBJECTS

+ either Applied Subject Completed Cert III Higher VET Qual

### SUBJECT SELECTION AND SET PLANNING

Choosing subjects at St Benedict's College is done in three phases.





### Phase 3: SET Plan Interviews – Finalised Subjects

Students and their Parents/Carers attend SET Plan Interviews with St Benedict's College Mentor to finalise subject selection.

Subjects are agreed upon by the student, their Parents/Carers and St Benedict's College Mentor and signed off during the interview.



Subjects are finalised – await College confirmation

### WHERE TO GO FOR HELP

#### Staff:

Principal	Claire McLaren
Deputy Principal	Alison Gilbert
Assistant Principal Pastoral	Tim Campbell
Assistant Principal Administration	Chris Carlill
Assistant Principal Religious Education	Peter Olley
Guidance Counsellor	Ruth Blackburn and Johanna Quinn
Learning Enhancement Leader	Jody Prouse
Pastoral Leader 11	Megan Gscheidle
Pastoral Leader 12	Grant Shepherd
Pathways Leader	Peter Lavercombe
VET Leader	Danielle Hicks

#### **Curriculum Leaders:**

Design Technologies	Shaun Manning
Digital Technologies	Michael Addicott
English	Jemma Cecil
Health and Physical Education	Mark Bennedick
Humanities/ Languages	Branden Laurie
Mathematics	Sarah Meder
Religious Education	Peter Olley
Science	Amanda Robinson
The Arts	Megan Davis

### **ONLINE RESOURCES**

My Future:	http://myfuture.edu.au
The Job Guide:	https://www.gooduniversitiesguide.com.au/careers-guide
Careers decision making questionnaire:	http://kivunim.huji.ac.il/eng-quest/cddq/cddq_main.html
QCAA links:	https://www.qcaa.qld.edu.au/index.html
	https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar
Queensland Tertiary Entrance Centre:	http://www.qtac.edu.au

### **STUDENT STUDY / SELECTION COMBINATIONS**

Students study 6 subjects. These subjects can be taken from three areas:

#### 1. General Subjects

Subject where primary pathway is tertiary study. These subjects have an external assessment component.

#### 2. Applied Subjects

Subject where primary pathway is work and vocational education. It emphasises applied learning and community connections.

#### 3. VET Qualifications/ Certifications

Vocational Education and Training (VET) provides students with the opportunity to acquire workplace skills and knowledge through nationally recognised qualifications from industry developed training packages or accredited courses while still at school.

At SBC, students select a Religion, English and Mathematics subject, then three (3) electives of their choice.



During the SET Planning process, students may indicate that they wish to:

- undertake training at TAFE or another training provider, or
- participate in a traineeship or apprenticeship.

Students who indicate their interest in pursuing such opportunities would still normally **choose six subjects** and wait until they are well established in their alternative course before renegotiating their school course of study.

Click here to access information about SAT's (School Based Traineeships and Apprenticeships): <a href="http://apprenticeshipsinfo.qld.gov.au/school-based/">http://apprenticeshipsinfo.qld.gov.au/school-based/</a>

### **VOCATIONAL EDUCATION and TRAINING**

St Benedict's College offers a flexible approach to planning and structuring senior study and training around each student's abilities, interests and ambitions. As well as our campus based VET courses, we are able to accommodate a wide range of external or self paced study options.

We have well established relationships with TAFE Qld, Registered Training Organisations, and an assortment of business organisations and can facilitate enrolments for TAFE at School, externally delivered certificate courses or the establishment of school based traineeships and apprenticeships.

Please view the attached links for course and provider information or contact the Pathways Leader if you would like to discuss VET options for 2022 and beyond.

http://tafebrisbane.edu.au/study-with-us/school-students/tafe-at-school/

http://tafeskillstech.edu.au/study-with-us/school-students/

https://training.qld.gov.au/apprenticeshipsinfo/school-based

https://connectngrow.edu.au/

https://www.binnacletraining.com.au/

https://pst.edu.au/

http://www.qcm.qld.edu.au/

https://skillscompliance.edu.au/

https://trainingdirect.net.au/

https://trainingevolution.edu.au/

https://volunteeringqld.org.au/

### **SUBJECTS OFFERED**

### **GENERAL SUBJECTS:**

- Biology
- Business
- Chemistry
- Chinese
- Design
- Digital Solutions
- Drama
- English
- Food and Nutrition
- General Mathematics
- Legal Studies
- Mathematical Methods
- Modern History
- Music
- Physical Education
- Physics
- Specialist Mathematics
- Study of Religion
- Visual Art

### **APPLIED SUBJECTS:**

- Arts in Practice
- Essential English
- Essential Mathematics
- Industrial Technology Skills
- Information and Communication Technology
- Religion and Ethics

### VET CERTIFICATE COURSES:

- Certificate III in Active Volunteering
- Certificate III in Business with Certificate II in Tourism embedded
- Certificate III in Health Services Assistance with Certificate II in Health Support Services embedded
- Certificate III in Fitness with Certificate II in Sport and Recreation embedded
- Certificate II in Hospitality

### SPECIALIST OPTIONS FOR SPECIFIC INDIVIDUAL STUDENT NEEDS:

- Literacy
- Numeracy
- Certificate II in Workplace Skills

YEAR 11, 2022				
UNIT 1 UNIT 2		UNIT 3		
TERM 1	TERM 2	TERM 3	TERM 4	

YEAR 12, 2023				
UNIT 3 UNIT 4		REVISION AND EXTERNAL ASSESSMENT		
TERM 1	TERM 2	TERM 3	TERM 4	

Arts in Practice embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice.

The Arts in Practice syllabus gives students opportunities to engage with two or more art forms to create an artwork. The realised artwork might be a performance, a product or a combination of both that is an innovative expression of a personal aesthetic.

Through this broad based, interdisciplinary course of study, students explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations. They have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art making.

The Arts in Practice allows St Benedict's College to cater for students with diverse interests and skills in the arts.

#### Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries and help them to understand the different careers available. With additional training and experience, potential employment opportunities may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media and creative communications and design.

#### Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making.

#### Structure

The Arts in Practice course is designed around:

- core topics 'Arts literacies' and 'Arts processes' and their associated concepts and ideas integrated into modules of work across Units 1 and 2 and further developed in Units 3 and 4
- electives exploration of at least three electives (art forms) across the four unit course of study with at least two used in the creation of an product (artwork)
- modules of work four contextualised modules of work, developed with a context and focus that provides a purpose and audience within authentic arts settings, situations or practices across a unit (55 hours).

Core topics	Elective contexts		
	At least three electives are	chosen from the following art forms:	
<ul><li>Art literacies</li><li>Arts processes</li></ul>	Dance     Drama	Music     Visual Arts	
	Media Arts		

### **ARTS IN PRACTICE**

#### Assessment

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

- Projects
- Product (Artwork)
- Extended response
- Investigation.

Assessment conditions	Units 1-2	Units 3-4
Written component	400–700 words	500–900 words
Spoken component	1½ – 3½ minutes	2½ – 3½ minutes
<ul><li>Multimodal component</li><li>non-presentation</li><li>presentation</li></ul>	6 A4 pages max (or equivalent) 2–4 minutes	8 A4 pages max (or equivalent) 3–6 minutes
Product (Artwork)	Variable conditions.	

Biology provides opportunities for students to engage with living systems.

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul> <li>Data test</li> </ul>	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50%  • Examination			

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul><li>Business creation</li><li>Fundamentals of business</li><li>Creation of business ideas</li></ul>	<ul><li>Business growth</li><li>Establishment of a business</li><li>Entering markets</li></ul>	<ul><li>Business diversification</li><li>Competitive markets</li><li>Strategic development</li></ul>	<ul><li>Business evolution</li><li>Repositioning a business</li><li>Transformation of a business</li></ul>

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
<ul><li>Summative internal assessment 2 (IA2):</li><li>Investigation — business report</li></ul>	25%	Summative external assessment (EA): • Examination — combination response	25%

### **CERTIFICATE III IN ACTIVE VOLUNTEERING**

(CHC34015) \$195\* At time of printing RTO – Volunteering Queensland #6020

#### Why study this course?

This course, which is nationally recognised training, gives students vital skills to prosper in new or existing volunteering roles, while providing a solid foundation for any career path they pursue in the future. Volunteering offers students an ideal pathway into a range of industry areas including community services, sport and recreation, environment and conservation, arts, emergency services and human rights and justice. Through participation in this course, students build skills and confidence, develop workplace networks, gain references and strengthen their self esteem. Research shows that if a young person participates in volunteering, they will be more likely in the future to be engaged and connected in their community.

#### What students will achieve at the end of two years?

- 5 QCE Credits (Cert III)
- First Aid qualification and CPR certificate
- Students who wish to be eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit www.qcaa.qld.edu.au/senior/new-snr-assessmentte/tertiary-entrance.

#### What will students learn?

Certificate III in Active Volunteering		
Core units		
CHCDIV001	Work with diverse people	
CHCVOL001	Be an effective volunteer	
HLTWHS001	Participate in workplace health and safety	
CHCCOM002	Use communication to build relationships	
CHCLEG001	Work legally and ethically	
BSBWOR301	Organise personal work priorities and development	

Choose four (4) from the following electives:		
BSBWRT301	Write simple documents	
HLTFSE001	Follow basic food safety practices	
CHCGRP001	Support Group Activities	
BSBITU302	Create electronic presentations	
SISXCAI007	Assist with activities not requiring equipment	
BSBITU303	Design and produce text documents	
HLTAID003	Provide First Aid (Outside Provider) Core Modules	

To achieve this qualification, students must also have completed at least 50 hours (Cert III) of Volunteer work, as detailed in the Assessment Requirements of units of competency. Course facilitators and other relevant staff will assist students in identifying and sourcing appropriate placements.

#### How will students be assessed?

Program delivery will combine both class based tasks and practical volunteering components in a "real world" environment both within the school and in the community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands on activities involving internal and external organisations
- Group work
- Module completion in allocated class time.

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies with experiences that have been timetabled. This collected through practical scenarios, teacher observation, modules of work and Log Books (for volunteering hours).

### CERTIFICATE III IN BUSINESS WITH CERTIFICATE II IN TOURIM EMBEDDED

(BSB30120 & SIT20116) \$265\* At time of printing

RTO Binnacle training # 31319

#### Why study this course?

The Dual Qualification Program - Certificate III in Business + Certificate II in Tourism - will predominantly be used by students seeking to enter the Business Services and Tourism and Travel industries. For example:

- Customer Service Assistant
- Receptionist and Office Assistant
- Administration Officer
- Retail Sales Assistant.

Students will participate in the delivery of a range of business and tourism activities and projects within the school. Graduates will be competent in a range of essential workplace skills – including:

- Customer service
- Personal effectiveness
- teamwork and relationships
- Business technology and critical thinking.

Students will also investigate business opportunities and participate in a Tourism industry discovery.

#### Pathways

Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Business or Tourism) at another RTO or a Bachelor Degree (e.g. Business or Tourism Management) at a University.

#### What students will achieve at the end of two years?

- Certificate III in Business (BSB30120)
- Certificate II in Tourism (SIT20116)
- Maximum 8 QCE Credits
- Students may be able to improve their chances of gaining tertiary entrance.

#### How will students be assessed?

Program delivery will combine both class based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching and learning strategies will be used to deliver the competencies. These include:

- practical tasks
- hands on activities including customer interactions
- group projects
- e Learning projects.

Evidence contributing towards competency will be collected throughout the course by College staff via a third party.

#### What will students learn?

Year 1	Year 2
<ul> <li>Introduction to the Business Services and Tourism/Travel industries</li> <li>Personal Wellbeing in the Workplace</li> <li>Organise Personal Work Priorities</li> <li>Source, use and present information on the Tourism and Travel industry</li> <li>Workplace Health and Safety and Sustainable Work Practices</li> <li>Inclusive Work Practices and Workplace Communication</li> </ul>	<ul> <li>Working in a Team</li> <li>Critical Thinking Skills</li> <li>Creating Electronic Presentations</li> <li>Producing Business Documents</li> <li>Delivering Customer Service</li> </ul>
	Finalisation of qualifications: BSB30120 Certificate III in Business + SIT20116 Certificate II in Tourism.

### CERTIFICATE III IN FITNESS WITH CERTIFICATE II IN SPORT AND RECREATION EMBEDDED

### (SIS30315 & SIS20115) \$420\* At time of printing

RTO Binnacle training # 31319

#### Why study this course?

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a:

- Fitness instructor
- Community coach
- Sports coach athlete
- Activity assistant.

Certificate III in Fitness (with entry qualification Certificate II in Sport and Recreation) is delivered as a senior subject by qualified College staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as:

- Undertaking client health assessments
- Planning and delivering fitness programs
- Conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients.

#### What students will achieve at the end of two years?

- Certificate III in Fitness (SIS30315)
- Certificate II in Sport and Recreation (SIS20115)
- First Aid qualification and CPR certificate
- Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

VET

- Maximum 8 QCE Credits
- Students may be able to improve their chances of gaining tertiary entrance.

#### How will students be assessed?

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical Tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility.

Evidence contributing towards competency will be collected throughout the course.

Year 1	Year 2
<ul> <li>The Sport, Fitness and Recreation Industry</li> <li>Developing Coaching Practices</li> <li>Delivery of Community Fitness Programs</li> <li>First Aid and CPR Certificate</li> <li>Anatomy and Physiology – Body Systems, Terminology</li> <li>Client Screening and Health Assessments</li> <li>Plan and Deliver Exercise Programs</li> </ul>	<ul> <li>Anatomy and Physiology – Digestive System and Energy Systems</li> <li>Nutrition – Providing Healthy Eating Information</li> <li>Specific Populations – Training Older Clients, Client Conditions</li> <li>Training Other Specific Population Clients</li> <li>Community Fitness Programs</li> </ul>
Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation	Finalisation of qualification: SIS30315 Certificate III in Fitness

\*Students may be able to access funding to help subsidise the cost of their training. Contact the Pathways Leader to explore potential options.

#### What will students learn?

## CERTIFICATE III IN HEALTH SERVICES ASSISTANCE (VET) WITH CERTIFICATE II IN HEALTH SUPPORT SERVICES EMBEDDED

#### (HLT23215 and HLT33115) \$798\* At time of printing RTO – Connect 'n' Grow #40518

#### Why study this course?

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.

#### What students will achieve at the end of two years?

- Certificate II in Health Support Services after Year 11
- Certificate III in Health Services Assistance Year 12
- 8 QCE Points

#### What will students learn?

Certificate II in Health Support Services		
HLTWHS001	Participate in workplace health and safety	
BSBSWOR202	Organise and complete daily work activities	
BSBINM201	Process and maintain workplace information	
HLTINF001	Comply with infection prevention and control policies and procedures	
HLTSS003	Perform general cleaning tasks in a clinical setting	
HLTSS005	Undertake routine stock maintenance	
CHCCOM005	Communicate and work in health or community services	
BSBCUS201	Deliver a service to customers	
CHCCCS010	Maintain a high standard of service	
CHCCCS020	Respond effectively to behaviours of concern	
CHCDIV001	Work with diverse people	
EXIT POINT		

Upon obtaining competency in these Units, a student completes the qualification of HLT23215 Certificate II in Health Support Services.

Certificate III in Health Services Assistance		
HLTAAP001	Recognise healthy body systems	
BSBMED301	Interpret and apply medical terminology	
CHCCCS015	Provide individualised support	
BSBSWOR301	Organise personal work priorities and development	
HLTAID011	Provide first aid	
HLTAID009	Provide cardiopulmonary resuscitation	
BSBMED303	Maintain patient records	
CHCCCS009	Facilitate responsible behaviour	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	
EXIT POINT		

Upon obtaining competency in these Units, a student completes the qualification of HLT33115 Certificate III in Health Services Assistance.

#### How will students be assessed?

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

- Face to face training
- Practicals and scenarios
- Online learning.

Assessment is competency based. Assessment techniques includes:

- Observation
- Folios of work
- Questionnaires
- Written and practical tasks.

\*Students may be able to access funding to help subsidise the cost of their training. Contact the Pathways Leader to explore potential options.

The Certificate II in Hospitality provides students with entry level hospitality skills to be able to work in a hospitality environment. This course teaches students a range of operational skills including food and beverage service, communication, and coffee making skills (barista), also in preparing simple dishes or sandwiches. Students learn how to provide excellent customer service, and important knowledge in safe work practices, hygiene and food safety.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

#### What will students learn?

The Two Year Course will consist of the following modules of work:

Core units:			
BSBWOR203	Work effectively with others		
SITHIND002	Source and use information on the hospitality industry		
SITHIND003	Use hospitality skills effectively		
SITXCOM002	Show social and cultural sensitivity		
SITXCCS003	Interact with customers		
SITXWHS001	Participate in safe work practice		
	Elective Units		
SITXFSA001	Elective Units Use hygienic practices for food safety		
SITXFSA001 SITHFAB001	Elective Units Use hygienic practices for food safety Provide responsible service of alcohol		
SITXFSA001 SITHFAB001 SITHFAB004	Elective Units Use hygienic practices for food safety Provide responsible service of alcohol Prepare and serve non alcoholic beverages		
SITXFSA001 SITHFAB001 SITHFAB004 SITHFAB005	Elective UnitsUse hygienic practices for food safetyProvide responsible service of alcoholPrepare and serve non alcoholicbeveragesPrepare and serve espresso coffee		
SITXFSA001 SITHFAB001 SITHFAB004 SITHFAB005 SITHCCC002	Elective UnitsUse hygienic practices for food safetyProvide responsible service of alcoholPrepare and serve non alcoholicbeveragesPrepare and serve espresso coffeePrepare simple dishes		

Students must achieve competency in all 12 units and have successful industry work experience to achieve the Certificate II.

#### How will students be assessed?

Assessment is ongoing throughout the course to demonstrate evidence of competency. Evidence of competency will be gathered on a number of occasions and in a variety of contexts and situations such as skills demonstrations, trainer observations, assessment questions, portfolio of work, assignments and structured workplace learning.

#### NOTE:

- Students in this course will be required to attend structured workplace learning. All competencies achieved by the student over the Two Year course will be listed on the Senior Statement.
- Course competencies are subject to change.

\*Students may be able to access funding to help subsidise the cost of their training. Contact the Pathways Leader to explore potential options.

### **CERTIFICATE II IN WORKPLACE SKILLS**

#### Why study this course?

Students develop a range of business skills – including time management, communication, using digital technologies and critical thinking – through project-based learning. Recommended projects include:

- Personal Effectiveness Self-Awareness
- Sustainability in the Workplace
- Using Digital Technologies
- Problem Solving in the Workplace.

#### Pathways

The Certificate II in Workplace Skills will predominantly be used by students seeking to enter the Business Services industries. For example:

- Administration Officer
- Customer Service Assistant
- Data Entry Operator.

Students may also choose to continue their study by completing the Certificate III, IV or Diploma (e.g. Business or Tourism) at another RTO.

#### What students will achieve at the end of course?

- Certificate II in Workplace Skills (BSB20120)
- 4 QCE Credits
- Financial Literacy optional additional elective: FNSFLT301 Be MoneySmart
- Students may be able to improve their chances of gaining tertiary entrance.

Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

#### How will students be assessed?

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within the school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands on activities involving customer service
- Group projects
- eLearning projects.

Evidence contributing towards competency will be collected throughout the course.

#### What will students learn?

	Semester 1	Semester 2
• • • •	Introduction to the Business Services Industry Time Management Self-Awareness Workplace Health and Safety Sustainable Work Practices Workplace Communication	<ul> <li>Software Applications</li> <li>Using Digital Technologies</li> <li>Working Effectively with Others</li> <li>Critical Thinking and Problem Solving</li> </ul>
		Finalisation of qualifications: BSB20120 Certificate II in Workplace Skills

\*Students may be able to access funding to help subsidise the cost of their training. Contact the Pathways Leader to explore potential options.

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

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

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

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

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

#### Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 <b>My world</b> • Family/carers and friends • Lifestyle and leisure • Education	探索世界 Exploring our world • Travel • Technology and media • The contribution of Chinese culture to the world	社会现象 Our society • Roles and relationships • Socialising and connecting with my peers • Individuals in society	我的未来 My future • Finishing secondary school, plans and reflections • Responsibilities and moving on

#### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
<ul><li>Summative internal assessment 2 (IA2):</li><li>Examination — combination response</li></ul>	30%	Summative external assessment (EA): • Examination — combination response	25%

#### Please note:

Chinese Study Tour options available for students of Chinese; dependent on tour dates and availability

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul><li>Design in practice</li><li>Experiencing design</li><li>Design process</li><li>Design styles</li></ul>	<ul> <li>Commercial design</li> <li>Explore — client needs and wants</li> <li>Develop — collaborative design</li> </ul>	<ul><li>Human centred design</li><li>Designing with empathy</li></ul>	<ul> <li>Sustainable design</li> <li>Explore — sustainable design opportunities</li> <li>Develop — redesign</li> </ul>

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): <ul> <li>Examination — Design Challenge</li> </ul>	25%

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

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

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): <ul> <li>Examination</li> </ul>	25%

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 including administration institutions, arts and management, communication, education, public relations, research and science and technology.

#### **Objectives**

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

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

Unit 1	Unit 2	Unit 3	Unit 4
<ul> <li>Share</li> <li>How does drama promote shared understandings of the human experience?</li> <li>cultural inheritances of storytelling</li> <li>oral history and emerging practices</li> <li>a range of linear and nonlinear forms</li> </ul>	<ul> <li>Reflect</li> <li>How is drama shaped to reflect lived experience?</li> <li>Realism, including Magical Realism, Australian Gothic</li> <li>associated conventions of styles and texts</li> </ul>	<ul> <li>Challenge</li> <li>How can we use drama to challenge our understanding of humanity?</li> <li>Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>associated conventions of styles and texts</li> </ul>	<ul> <li>Transform</li> <li>How can you transform</li> <li>dramatic practice?</li> <li>Contemporary performance</li> <li>associated conventions of styles and texts</li> <li>inherited texts as stimulus</li> </ul>

Structure

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — Practice led Project	35%
Summative internal assessment 2 (IA2): • Project — Dramatic Concept	20%		
Summative external assessment (EA): 25% <ul> <li>Examination — extended response</li> </ul>			

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

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

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

# 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.

### Pathways

Structure

A course of study in English promotes open mindedness, imagination, critical awareness and

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

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

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

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

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

#### Pathways

A course of study in Essential English promotes open mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for

local and global citizenship, and for lifelong learning across a wide range of contexts.

#### Objectives

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

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

#### Structure

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

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

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.

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

#### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem solving and modelling task	Summative internal assessment 3 (IA3): <ul> <li>Problem solving and modelling task</li> </ul>
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

#### Structure

### FOOD AND NUTRITION

#### What is this subject about?

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Project — folio	25%	Summative external assessment (EA): <ul> <li>Examination</li> </ul>	25%

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

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

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

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			

#### (\$ additional cost for student project materials)

#### What is this subject about?

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

The Industrial Technology Skills course is designed around:

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

Core topics	Industry area	Elective topics
<ul><li>Industry practices</li><li>Production processes</li></ul>	Furnishing	<ul><li>Cabinet making</li><li>Furniture finishing</li><li>Furniture making</li></ul>
	Industrial graphics	<ul><li>Engineering drafting</li><li>Building and construction drafting</li><li>Furnishing drafting</li></ul>

#### (\$ additional cost for student project materials)

#### Assessment

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

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

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

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

#### Pathways

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

#### Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem solving processes and solutions, and make recommendations.

#### Structure

The Information and Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem solving process
- three or more elective contexts.

Core topics	Elective contexts
<ul><li>Hardware</li><li>Software</li><li>ICT in society</li></ul>	<ul> <li>Animation</li> <li>Application development</li> <li>Website production</li> </ul>

#### Assessment

For Information and Communication Technology, 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 extended response.

Project	Extended Response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<ul> <li>A project consists of a product component and at least one of the following components:</li> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal: 3–6 minutes</li> <li>product: continuous class time.</li> </ul>	<ul> <li>Presented in one of the following modes:</li> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>

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.

#### Structure

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

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%

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.

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

#### Summative assessments

Structure

Unit 3		Unit 4		
<ul><li>Summative internal assessment 1 (IA1):</li><li>Problem solving and modelling task</li></ul>	20%	Summative internal assessment 3 (IA3): • Examination	15%	
Summative internal assessment 2 (IA2): • Examination	15%			
Summative external assessment (EA): 50%  • Examination				

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

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul> <li>Ideas in the modern world</li> <li>Age of Enlightenment, 1750s– 1789</li> <li>Industrial Revolution, 1760s–1890s</li> <li>French Revolution, 1789–1799</li> <li>Age of Imperialism, 1848–1914</li> <li>Meiji Restoration, 1868–1912</li> </ul>	<ul> <li>Movements in the modern world</li> <li>Australian Indigenous rights movement since 1967</li> <li>Independence movement in India, 1857–1947</li> <li>Workers' movement since the 1860s</li> <li>May Fourth Movement in China, 1919</li> <li>Independence movement in Algeria, 1945–1962</li> </ul>	National experiences in the modern world Australia, 1914–1949 England, 1707–1837 France, 1799–1815 Germany,1914–1945 United States of America, 1917– 1945 Soviet Union, 1920s–1945 China, 1931–1976 Indonesia, 1942–1975 India, 1947–1974 Israel, 1948–1993	<ul> <li>International experiences in the modern world</li> <li>Australian engagement with Asia since 1945</li> <li>Search for collective peace and security since 1815</li> <li>Trade and commerce between nations since 1833</li> <li>Mass migrations since 1848</li> <li>Information Age since 1936</li> <li>Genocides and ethnic cleansings since 1941</li> <li>Nuclear Age since 1945</li> <li>Cold War, 1945–1991</li> </ul>
<ul> <li>Boxer Rebellion, 1900–1901</li> <li>Russian Revolution, 1905–1920s</li> <li>Xinhai Revolution, 1911–1912</li> <li>Arab Spring since 2010</li> <li>Alternative topic for Unit 1</li> </ul>	<ul> <li>Independence movement in Vietnam, 1945–1975</li> <li>Anti-apartheid movement in South Africa, 1948–1991</li> <li>African-American civil rights movement, 1954–1968</li> <li>Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>Alternative topic for Unit 2</li> </ul>	• South Korea, 1948–1972	<ul> <li>Struggle for peace in the Middle East since 1948</li> <li>Cultural globalisation since 1956</li> <li>Space exploration since 1957</li> <li>Rights and recognition of First Peoples since 1982</li> <li>Terrorism, anti terrorism and counter terrorism since 1984</li> </ul>

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%	<ul><li>Summative external assessment (EA):</li><li>Examination — short responses to historical sources</li></ul>	25%

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul> <li>Performance</li> </ul>	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

### (General)

#### What is this subject about?

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

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

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

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

understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

#### Pathways

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

#### Objectives

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

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

#### Structure

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

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

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

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

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

#### Pathways

A course of study in Religion and 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 should:

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

#### Structure

Core topics	In conjunction with these topics		
<ul> <li>Who am I? the personal perspective</li> <li>Who are we? the relational perspective</li> <li>Is there more than this? the spiritual perspective</li> </ul>	<ul> <li>The Australian scene</li> <li>Ethics and morality</li> <li>Good and evil</li> <li>Indigenous Australian spiritualties</li> </ul>	<ul> <li>Peace and conflict</li> <li>Sacred stories</li> <li>Social justice</li> <li>Spirituality</li> </ul>	

#### Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<ul> <li>At least two different components from the following:</li> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal: 3–6 minutes</li> <li>performance: continuous class time</li> <li>product: continuous class time</li> </ul>	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	<ul> <li>60–90 minutes</li> <li>50–250 words per item on the test</li> </ul>

The course is designed to support students in developing their knowledge and capacity to apply literacy skills to complete valuable life related tasks. Students will identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context. Oral communication skills will be developed through both speaking and listening in transactional and interpersonal exchanges. Students will also come to understand that learning is fundamentally an activity undertaken to achieve objectives that they value.

There are two focus topics:

- Personal identity and education, where students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community
- The work environment, where students develop reading, writing, oral communication and learning skills through activities that relate to preparing for and seeking employment, operating in an existing workplace and/or entering a new work environment.

Students also learn how to structure and think about their learning in literacy.

#### Pathways

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to Vocational Education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

#### Objectives

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

- Evaluate and integrate information and ideas to construct meaning from texts and text types
- Select and apply reading strategies that are appropriate to purpose and text type
- Communicate relationships between ideas and information in a style appropriate to audience and purpose
- Select vocabulary, grammatical structures and conventions that are appropriate to the text
- Select and use appropriate strategies and maintain spoken communication
- Derive meaning from a range of oral texts
- Plan, implement and adjust processes to achieve learning outcomes
- Apply learning strategies.

#### Structure

Topic 1	Topic 2
Personal identity and education	The work environment
<ul> <li>Personal and community, which encompasses:</li> <li>expressing personal identity and achieving personal goals</li> <li>understanding and interacting with the wider community</li> <li>Education and training, which encompasses:</li> <li>any form of structured learning</li> <li>learning towards a formal qualification</li> <li>learning within a language, literacy and numeracy program or community based program</li> <li>formal or informal learning and training.</li> </ul>	<ul> <li>Workplace and employment, which encompasses activities:</li> <li>that an individual may be involved in as a member of an organisation</li> <li>that may be conducted by someone working alone</li> <li>related to preparing for and seeking employment</li> <li>within an existing workplace, including organisational and management tasks.</li> </ul>

Short	Lourse	
Students will complete two summative internal assessments that count towards their overall subject result.		
Topic 1	Topic 2	
Extended Response – Written (IA1A) Student Learning Journal (IA1B)	Extended Response – spoken/signed (IA2A) Reading Comprehension Task (IA2B)	

The course is designed to support students in developing their knowledge and capacity to apply numeracy skills to complete valuable life related tasks. There are two focus topics:

Personal identity and education, where students learn to apply numeracy skills and mathematics in structured learning situations, e.g. making financial decisions based on spreadsheets, timetables, survey data, utility bills and graphical displays.

The work environment, where students learn to deal with situations in the work environment that involve the use and application of a range of mathematical skills and knowledge, e.g. understand operating procedures, data collection, instruction manuals, material lists or catalogue items.

Students also learn how to structure and think about their learning in numeracy.

#### Pathways

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to Vocational Education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

#### Objectives

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

- select and interpret mathematical information
- select from and use a variety of mathematical and problem solving strategies
- use oral and written mathematical language and representations to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

#### Structure

Topic 1	Topic 2
Personal identity and education	The work environment
<ul> <li>Personal and community, which encompasses:</li> <li>expressing personal identity and achieving personal goals</li> <li>understanding and interacting with the wider community</li> <li>Education and training, which encompasses:</li> <li>any form of structured learning</li> <li>learning towards a formal qualification</li> <li>learning within a language, literacy and numeracy program or community based program</li> <li>formal or informal learning and training.</li> </ul>	<ul> <li>Workplace and employment, which encompasses activities:</li> <li>that an individual may be involved in as a member of an organisation</li> <li>that may be conducted by someone working alone</li> <li>related to preparing for and seeking employment</li> <li>within an existing workplace, including organisational and management tasks.</li> </ul>

Short Course		
Students will complete two summative internal assessments that count towards their overall subject result.		
Topic 1 Topic 2		
Summative internal assessment (IA1)	Extended response – oral mathematical presentation (IA2)	

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

#### Pathways

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

#### Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

#### Structure

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

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

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				

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

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

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

#### Pathways

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

#### Objectives

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

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

#### Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings	Religion and ritual <ul> <li>Lifecycle rituals</li> </ul>	<ul><li>Religious ethics</li><li>Social ethics</li></ul>	Religion, rights and the nation state
<ul><li>Sacred texts</li><li>Abrahamic traditions</li></ul>	Calendrical rituals	Ethical relationships	<ul><li> Religion and the nation state</li><li> Religion and human rights</li></ul>

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

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

#### Objectives

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

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

Pathways

#### Structure

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% Examination			

### **Vocational Education and Training Options**

- Vocational Education and Training (VET) courses are available to students while they are still at school. This is often referred to as VETIS.
- Vocational Education and Training in Schools (VETiS) is a program that enables students to gain nationally recognised qualifications. Students learn skills and knowledge required for specific industries.
- VETIS can be undertaken in Years 10, 11 and 12, and can count towards the Queensland Certificate of Education.
- VET can also be undertaken while a young person is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

Students undertaking VETiS, which is funded by the VET investment budget, can choose from a range of Certificate I and II level qualifications, referred to as employment stream qualifications. These qualifications have been identified in consultation with industry as leading to employment outcomes and are based on skills shortages and Queensland Government priorities.

Subsidised VETIS qualifications can be found on the Queensland Government's <u>Department of Employment Small Business</u> and <u>Training's VET In Schools webpage</u>.

Qualification	Registered Training Organisation (RTO)	Fee for service*	Cost inclusive of VETis funding if applicable
Certificate II Hospitality (SIT20316)	Training Direct	\$65.00 per Module (12 Modules in total)	Fully VETis funded if applicable
Dual Qualification: Certificate III in Fitness (SIS30315) <i>plus</i> Certificate II in Sport and Recreation (SIS20115)	Binnacle Training	\$420.00 (Cert II entry qualification = \$265.00 + Cert III Gap Fee = \$100.00) + First Aid (\$55.00)	\$155.00 (Certificate II in Sport and Recreation Participant Fees are 100% waived for eligible students who access their VETiS subsidy for this qualification with Binnacle as a Skills Assure Supplier)
Dual Qualification: Certificate III in Business (BSB30120) <i>plus</i> Certificate II in Tourism (SIT20116)	Binnacle Training	\$265.00 (Cert II qualification = \$225.00 + Cert III Gap Fee = \$40.00)	VETis funding not available
Certificate III in Health Services Assistance (HLT33115) including Certificate II in Health Support Services (HLT23215)	Connect 'n' Grow	\$798.00	Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow <sup>®</sup> to explore potential options.

#### **Courses Available**

### **VET PATHWAY OPTIONS**

Qualification	Registered Training Organisation (RTO)	Fee for service	Cost inclusive of VETis funding if applicable
Certificate III in Aviation (Remote Pilot) (AVI30419)	Skills Compliance	\$5,600.00 (approx.)	Fully VETis Funded if applicable (A student fee of \$450.00 is added to cover the cost of a drone, CASA assessment for radio and English language (EPL) and an aeronautical radio operator certificate (AROC), issued when the student turns 17 years of age)
Certificate II in Tourism (SIT20116)	Training Evolution	\$695.00	Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Training Evolution to explore potential options.
Dual Qualification: Certificate III in Events (SIT30516) Certificate II in Tourism (SIT20116)	Training Evolution	\$1600.00 (approx.)	Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Training Evolution to explore potential options.

\*Correct at time of printing.

(VET in Schools frequently asked questions. (2021). Retrieved 12 May 2021, from https://desbt.qld.gov.au/training/training-careers/incentives/vetis/faqs)

### SCHOOL OF DISTANCE EDUCATION

### (GENERAL)

In an effort to allow more students access to a greater number of General Subjects across our system, Brisbane Catholic Education has launched a new initiative as a School of Distance Education. Their aim is to provide options for external online learning for students in our system from a local base campus.

As this is currently still in development, specific subjects are yet to be developed into formal online learning and assessment platforms. This information will be distributed to students and families as it comes to hand.

The online learning will be provided at a reduced cost to Brisbane Catholic Education students. The price is yet to be determined.





St Benedict's College Mango Hill

www.stbenedictscollege.qld.edu.au