

SUBJECT HANDBOOK

YEARS 11&12



St Benedict's College



2024

SENIOR YEARS



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 community and 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 that enhances wellbeing and enables students to flourish
- Engaging in technology rich, 21st century learning
- Designing flexible, engaging and innovative 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

The Rule of St Benedict focuses on many values; in particular we seek to promote the values of Service, Balance and Community for our students, staff and parents. 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

In Omnibus Deus • God in All Things

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of service, 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.

TABLE OF CONTENTS

FROM THE PRINCIPAL	4
SBC LEARNING AND TEACHING FRAMEWORK	5
EXPECTATIONS OF SENIOR STUDENTS	6
WHAT IS A PATHWAY ?	7
ABOUT THE QCE	8
QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)	10
WHAT IS REQUIRED FOR UNIVERSITY ENTRY?	11
SUBJECT SELECTION AND SET PLANNING	12
WHERE TO GO FOR HELP	12
ONLINE RESOURCES	13
STUDENT STUDY / SELECTION COMBINATIONS	14
VOCATIONAL EDUCATION AND TRAINING	15
SUBJECTS OFFERED	17
UNIT TIMINGS	18
ARTS IN PRACTICE	19
BIOLOGY	21
BUSINESS	22
CERTIFICATE III IN BUSINESS	23
CERTIFICATE III IN COMMUNITY SERVICES	25
CERTIFICATE III IN HEALTH SERVICES ASSISTANCE	27
CERTIFICATE III IN FITNESS	29
CERTIFICATE II IN HOSPITALITY	31
CERTIFICATE II IN WORKPLACE SKILLS	32
CHEMISTRY	34
CHINESE	35
DESIGN	36
DIGITAL SOLUTIONS	37
DRAMA	38
ENGLISH	39
ESSENTIAL ENGLISH	40
ESSENTIAL MATHEMATICS	41
FOOD AND NUTRITION	42
GENERAL MATHEMATICS	43
INDUSTRIAL TECHNOLOGY SKILLS	44
INFORMATION AND COMMUNICATION TECHNOLOGY	45
LEGAL STUDIES	46
MATHEMATICAL METHODS	47
MODERN HISTORY	48
PHYSICAL EDUCATION	50
PHYSICS	51
RELIGION AND ETHICS	52
SHORT COURSE – LITERACY	53
SHORT COURSE – NUMERACY	54
SPECIALIST MATHEMATICS	55
STUDY OF RELIGION	56
VISUAL ART	57
FISHER ONE	58

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 of learning 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.

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.

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 chosen as part of their SET Plan 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.

A handwritten signature in black ink that reads "C. McLaren". The signature is fluid and cursive.

Claire McLaren
Principal

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 service, hard work, humility, stewardship, balance and community. We use Christ's model of inclusivity, perseverance and 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 the SBC Learning and Teaching Framework and other educational and syllabus documents.

We believe:

1. That the Rule of St Benedict is a contemporary expression of the way learning and teaching is formulated, reviewed and lived out.

WE DO THIS BY:

Using the Rule of St Benedict in the development, reflection and evaluation of learning and teaching programs, so the values of St Benedict's rule infuse and enliven learning and teaching.

2. That every student has God given gifts for success and these flourish in a climate of trust and mutual respect.

WE DO THIS BY:

- Acknowledging that every student is in some respect like all others, like some others, like no other and we respond creatively, flexibly and with futures orientation to ensure dignity and justice for all.
- Creating the right conditions for each learner to succeed in a climate of trust, mutual obligation, hard work and challenge.
- Developing learning experiences that promote academic achievement along with the development of attributes of lifelong learning; resilience; a love of learning; adaptability; curiosity and creativity.

3. 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.

WE DO THIS BY:

- Forming a curriculum that is responsive to the needs and aspirations of students and the community and provides viable pathways and transitions for all students.
- Providing extension programs (Honoratus) to develop and target specific interests and passions of students.

4. 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.

WE DO THIS BY:

- Providing a curriculum that is negotiated, relevant and promotes higher order thinking.
- Engaging in the creative use, manipulation and transformation of learning through ICT.
- Providing an environment with resources that support, enhance and enliven learning and teaching.

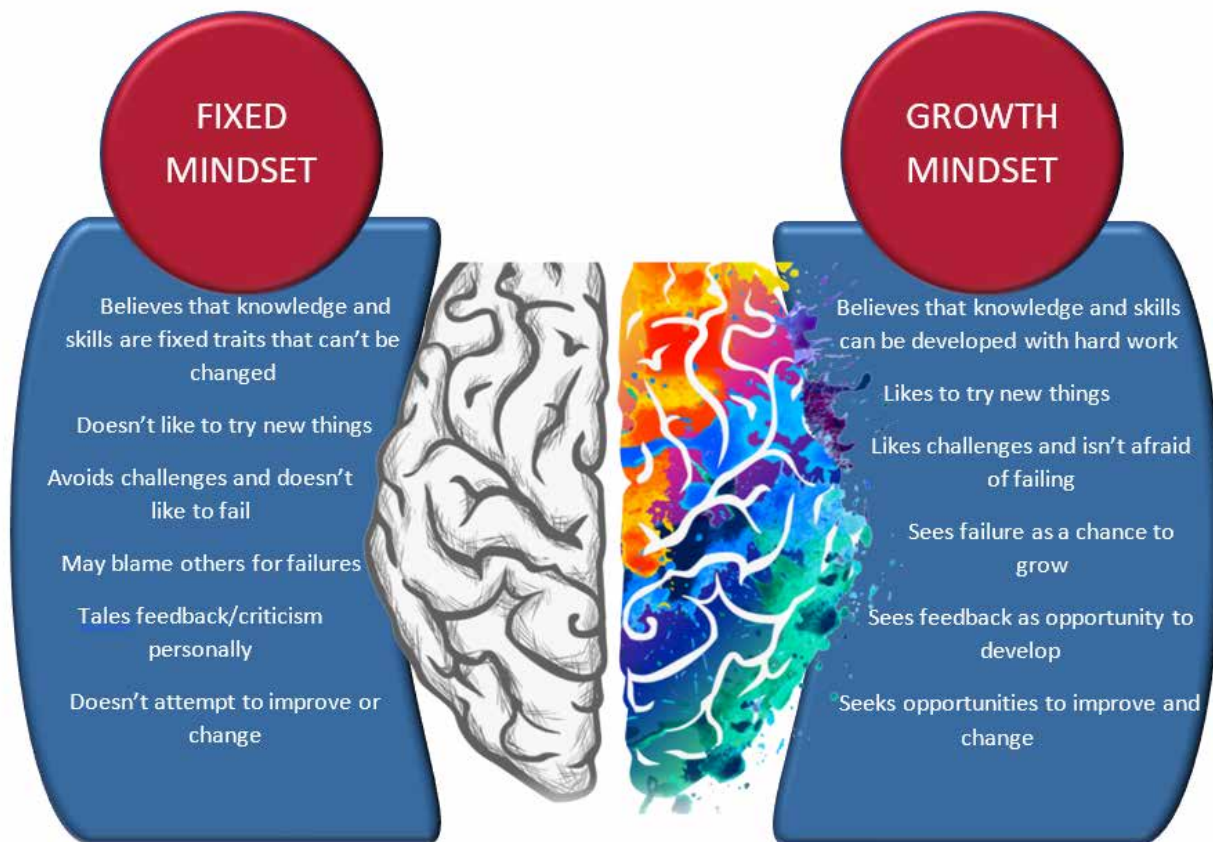
5. That teaching is a ministry where professional, collaborative and highly skilled staff of integrity and action lay at the heart of educational success.

WE DO THIS BY:

- Creating an environment that encourages and values professional development where teachers are collaborative and constant learners.
- Providing time for teachers to collaboratively plan, review and refine learning sequences and tasks.
- Placing emphasis on teachers' on-going knowledge and advancement of ICT knowledge and capabilities.
- Placing importance on teacher visits to other classrooms and in sharing pedagogical experiences and resources.

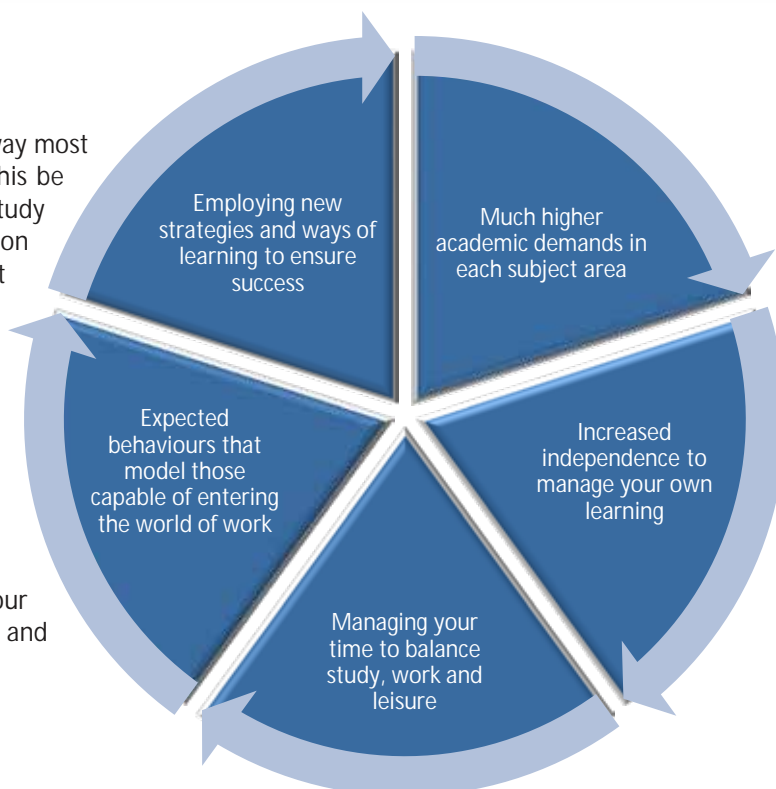
EXPECTATIONS OF SENIOR STUDENTS

Senior students are encouraged to develop a growth mindset.



This document allows you to determine the pathway most suited to your talents and aspirations, whether this be gaining entry to university or further vocational study or attaining a Queensland Certificate of Education through engagement in multiple disciplines. All St Benedict College subject offerings and pathway options aim to prepare you for the future ahead and for life long success. The learning in Year 11 and 12 is focused on a strong commitment to hard work, the refinement of academic skills and developing of the necessary 21st century and employability skills needed to become a contributing citizen in society.

Years 11 and 12 is a new and exciting phase of your secondary school journey that demands dedication and may include:



WHAT IS A PATHWAY ?

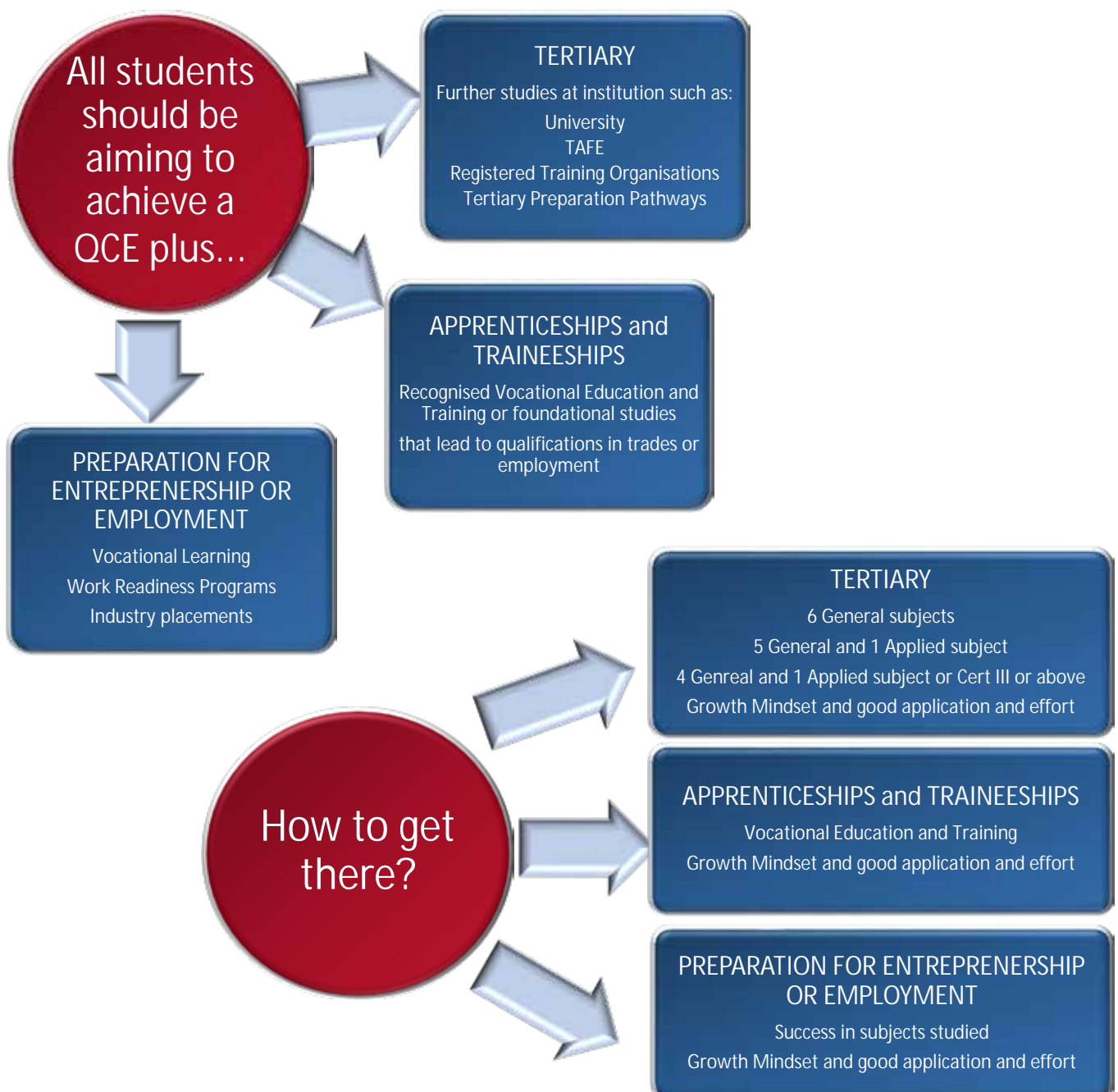
A Pathway is a direction selected for individual learning and selecting an appropriate pathway is vital for student success. Careful deliberation needs to be given to the pathway selected to maximise student potential and access to particular careers. See [QCAA's clip](#) - for an overview.



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?



ABOUT THE QCE

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

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 amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

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	Best 5 or 4 General subjects 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.

[QCAA Information for school communities](#)



QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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.qsa.qld.edu.au>.

Queensland Certificate of Individual Achievement

This is to certify that

Jane Citizen

has achieved the results reported on this statement

Statement of Achievement

Areas of Study and Learning

Prepares food and applies food service skills in the school restaurant.
Operates a coffee espresso machine to make hot beverages with support.

Follows a pictorial recipe to prepare basic meals with support.
Identifies words and symbols within familiar environments.
Completes basic money transactions with supervision.

Community, Citizenship and the Environment

Contributes to the school community as a senior leader by modelling behaviour and attitudes to other students.
Uses local cafes, food courts and restaurants for meals and social interaction with support.

Recognises and comprehends signs and symbols in the community with prompting.
Prepares for work and leisure 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 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.

Communication and Technologies

Comprehends multiple-step instructions to complete tasks in a variety of settings.
Uses a computer to access information on the internet with support.

Uses a calculator and measuring tools in a range of applications with support.
Interacts with peers socially and communicates personal needs.

Leisure and Recreation

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

Plays 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.

Vocational and Transition Activities

Completes required tasks at external work experience.
Undertakes new skills at work experience with assistance.
Applies personal safety procedures with correct use of gardening tools and kitchen utensils with prompting.
Completes basic garden maintenance with prompting.

Statement of Participation

Fundraising
School camp

Special swimming carnival
School choir

Chris Rider
Chair
Queensland Curriculum & Assessment Authority
154 Melbourne Street, South Brisbane

Date of issue: 19 December 2014

WHAT IS REQUIRED FOR UNIVERSITY ENTRY?

Tertiary Study, QTAC and ATARs

There are multiple pathways to university, including:

ATAR

The Australian Tertiary Admission Rank (ATAR) is **not** the only way to access tertiary study. The ATAR indicates a student's position relative to other students.

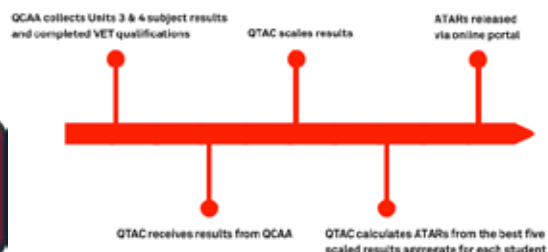
An Australian Tertiary Admission Rank (ATAR) allows tertiary admissions centres (e.g., QTAC) to compare students from across Australia when they apply for tertiary places.

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.

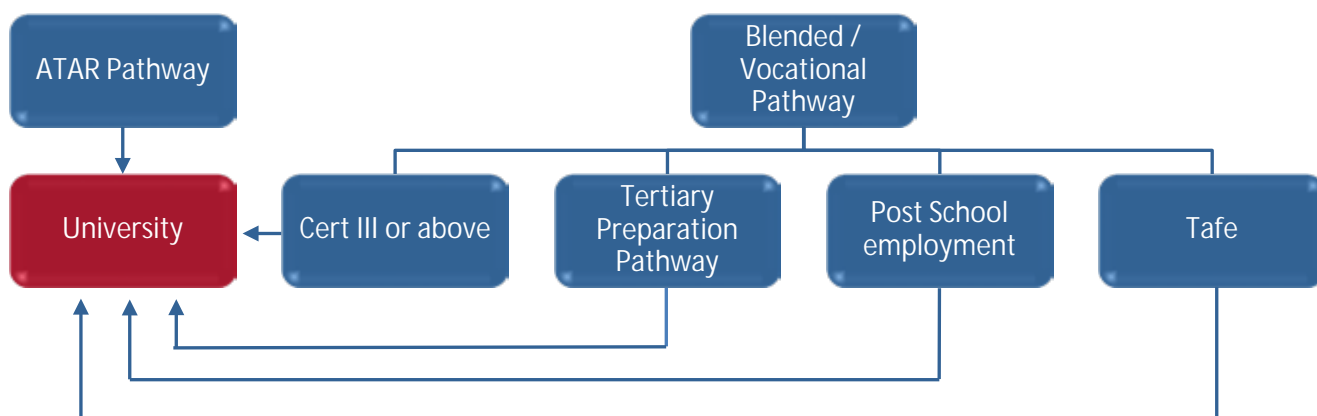
The ATAR is expressed on a 2000 point scale from 99.95 (highest) down to 0, in increments of 0.05. ATAR's below 30 will be reported as '30.00 or less'.

It is important to note that an Australian Tertiary Admission Rank (ATAR) score is **not** the only way to access tertiary study.



OTHER TERTIARY ENTRANCE PATHWAYS

Each university has its own policies regarding school leavers without an ATAR. If you are not eligible for an ATAR but wish to gain entry to a tertiary course, check with your SET Plan Mentor. Depending on the university, you may be able to gain entry with other qualifications. Your SET Plan Mentor can also help you understand the different tertiary entrance pathways and the best options for you, these may include:



(*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).

SUBJECT SELECTION AND SET PLANNING

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

Phase 1: Vocational Learning Program

Students undertake an extensive Vocational Learning program incorporating career assessment surveys, QCE and QTAC education, ATAR eligibility awareness and VET and employment sector guidance.

Students complete their SET Plan preparation online through SSO.



Phase 2: Subject Recommendations

This is a very important part of the process as teachers recommend a student's Religion, English, Mathematics and Science subjects for Year 11, based on their results, effort and progress in Year 10.

These recommendations, collected by Students in consultation with their teachers, **form the basis** of subject selections in these areas or prompt a further discussion with the Parents/Carers and Teacher, Curriculum Leader or Pathways Leader.

While they are recommendations, **Students and Parents/Carers need to use this as a base for successful choices for Year 11 and 12.**



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 in Term 4

WHERE TO GO FOR HELP

Staff:

Principal	Claire McLaren
Deputy Principal	Alison Gilbert
Assistant Principal Religious Education	Peter Olley
Assistant Principal Pastoral	Tim Campbell
Assistant Principal Administration	Chris Carlill
Assistant Principal Curriculum (Acting)	Anja Reust
Guidance Counsellor	Linda Cassell
Learning Enhancement Leader	Jody Prouse
Pastoral Leader 11	Grant Shepherd
Pastoral Leader 12	Megan Gscheidle
Pathways Program Leader	Sarah Meder
VET Program 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	Jacob Reust (Acting)
Religious Education	Peter Olley
Science	Amanda Robinson
The Arts	Megan Davis

ONLINE RESOURCES



[My Future](#)



[The Good Careers Guide](#)



[Career decision making questionnaire](#)



[QCAA](#)



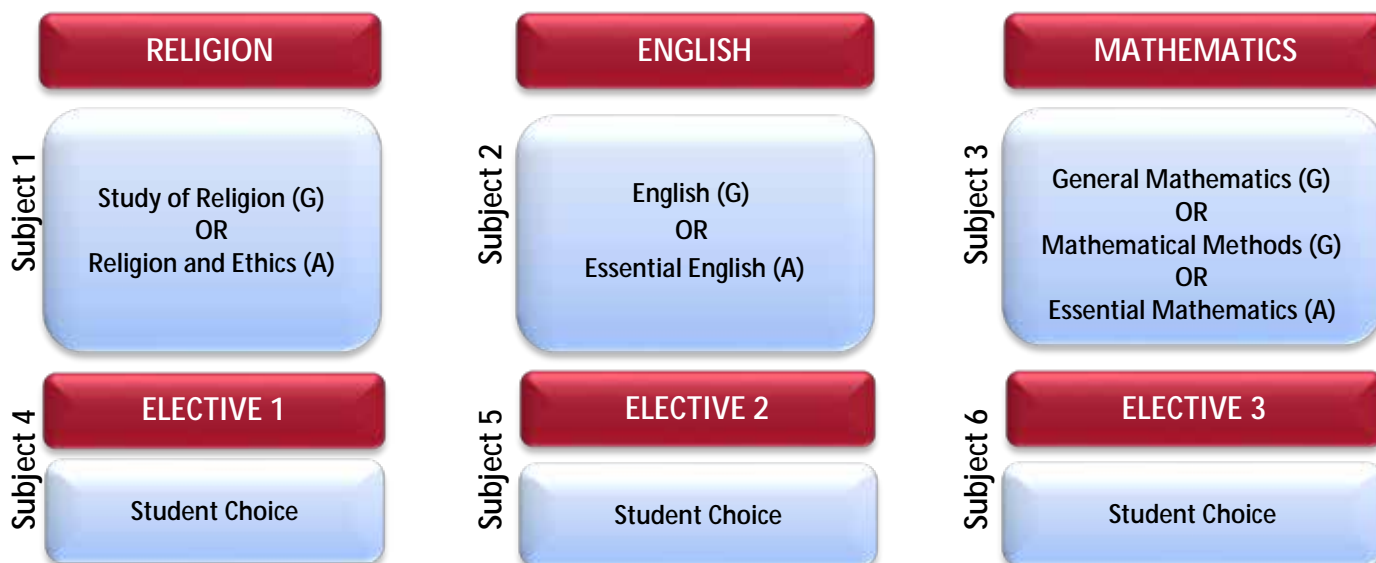
[QCAA ATAR Rank information](#)



[Queensland Tertiary Entrance Centre \(QTAC\)](#)

STUDENT STUDY / SELECTION COMBINATIONS

At St Benedict's College, students study 6 subjects. Students select a Religion, English and Mathematics subject, then three (3) electives of their choice. G = General, A = Applied [see page 11](#).



Example Pathway Options



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 onsite VET courses, we accommodate a wide range of external and self paced study options. We have well established relationships with a number of Registered Training Organisations, an assortment of business organisations and can facilitate enrolments for TAFE at School, externally delivered certificate courses and school based traineeships and apprenticeships. Please view the list below for course and provider information or contact the VET Leader if you would like to discuss VET options for 2023 and beyond.

Vocational Education and Training Options

- Vocational Education and Training (VET) courses are available to students while they are still at school.
- VET subjects can be undertaken as part of the school timetable through a classroom delivery model, via external self-paced courses or off site training such as TAFE.
- VET 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 student is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

VETiS (Vocational Education and Training in Schools)

VETiS is a Queensland government funded program that enables students to gain nationally recognised qualifications that fall under the VET investment budget. Students 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 [Department of Employment Small Business and Training's VET in Schools](#) webpage. The College works with students and parents to determine and nominate VETiS funding eligibility for school-based VET subjects.

College Based VET Subjects

Qualification	Registered Training Organisation (RTO)	Delivery Method
Dual Qualification: Certificate III in Community Services (CHC32015) including Certificate II in Community Services (CHC22015)	Connect 'N' Grow	On site within College timetable
Dual Qualification: Certificate III in Business (BSB30120) <i>plus</i> Certificate II in Tourism (SIT20116)	Binnacle Training	On site within College timetable
Certificate III in Health Services Assistance (HLT33115) including Certificate II in Health Support Services (HLT23221)	Connect 'N' Grow	On site within College timetable
Dual Qualification: Certificate III in Fitness (SIS30321) <i>plus</i> Certificate II in Sport and Recreation (SIS20115)	Binnacle Training	On site within College timetable
Certificate II Hospitality (SIT20316)	Training Direct Australia	On site within College timetable
Certificate II in Workplace Skills (BSB20120)	Binnacle	On site within College timetable.

TAFE, EXTERNAL COURSES, APPRENTICESHIPS AND TRAINEESHIPS

(Delivered independently from the College)

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

- undertake training at TAFE or with 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 subjects and reducing their timetable to accommodate this.

External Courses:



[TAFE at School](#)



[The Australian Trade Training College](#)



[Skills Compliance - Cert III Remote Aviation \(Remote Pilot\) & Certificate II Aircraft Line Maintenance](#)



[Aviation Australia](#)



[Queensland College of Music \(Certificate IV in Music\)](#)

School- Based Apprenticeships and Traineeships (SAT's)



[School Based Apprenticeships and Traineeships \(SAT's\)](#)

SUBJECTS OFFERED

GENERAL SUBJECTS:

- Accounting*
- Ancient History*
- Biology
- Business
- Chemistry
- Chinese
- Design
- Digital Solutions
- Drama
- English
- Food and Nutrition
- General Mathematics
- Health*
- Japanese*
- Legal Studies
- Mathematical Methods
- Modern History
- Music
- Psychology*
- 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 Community Services with Certificate II Community Services embedded
- 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

*Please Note:

FisherONE is the online learning environment for Brisbane Catholic Education (BCE) operating out of St John Fisher College in Bracken Ridge, Brisbane. It currently offers single subjects in the senior school for students in Years 11 and 12 in BCE schools.

UNIT TIMINGS

YEAR 11, 2024

UNIT 1

UNIT 2

UNIT 3

TERM 1

TERM 2

TERM 3

TERM 4

YEAR 12, 2025

UNIT 3

UNIT 4

REVISION AND EXTERNAL
ASSESSMENT

TERM 1

TERM 2

TERM 3

TERM 4

Please Note:

Units do not align to holidays in Year 11 and 12. Assessment dates cannot be changed due to family holidays or commitments. Please consider this as your student enters the Senior Years.

What is this subject about?

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.

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	
<ul style="list-style-type: none"> · Art literacies · Arts processes 	At least three electives are chosen from the following art forms:	
	<ul style="list-style-type: none"> · Dance · Drama · Media Arts 	<ul style="list-style-type: none"> · Music · Visual Arts

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
Multimodal component <ul style="list-style-type: none"> · non-presentation · presentation 	6 A4 pages max (or equivalent) 2–4 minutes	8 A4 pages max (or equivalent) 3–6 minutes
Product (Artwork)	Variable conditions.	

What is this subject about?

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

Summative assessments

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

What is this subject about?

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

Summative assessments

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

CERTIFICATE III IN BUSINESS (BSB30120) INCLUDING CERTIFICATE II IN TOURISM (SIT20116)

Delivered in Partnership with Binnacle Training RTO number: 31319



Why study this course?

Binnacle's Dual Qualification Program Certificate III in Business + Certificate II in Tourism is offered as a senior subject where students learn what it takes to become a Business and Tourism professional. Students will also investigate business opportunities and participate in a Tourism industry discovery.

Students will achieve skills in:

- Customer service
- Personal effectiveness
- Teamwork and relationships
- Financial business technology
- Creative thinking
- Incorporating the delivery of a range of projects and services within their school community

Pathway options may include:

- Use as an entry level qualification into the Business Services and Tourism and Travel Industries (e.g. customer service adviser, duty manager, administration officer)
- To pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business)
- Business owner or manager

What will students achieve?

- Certificate III in Business + Certificate II in Tourism
- Maximum of eight (8) credits towards a student's QCE
 - ∅ (Certificate II = 4 credits; plus, Certificate III = 4 credits with 50% new learning).

What will students learn?

Code	Title	SIT20116 Certificate II in Tourism	BSB30120 Certificate III in Business
SITTIND001	Source and use information on the tourism and travel industry	CORE	E
SITXWHS001	Participate in safe work practices	CORE	
SITXCOM002	Show social and cultural sensitivity	CORE	
SITXCCS003	Interact with customers	CORE	
SITXCOM001	Source and present information	L1	
BSBSUS201	Participate in environmentally sustainable work practices	L2	
BSBWOR203	Work effectively with others	L3	
BSBPEF301	Organise personal work priorities	E1	L (GROUP B)
BSBXTW301	Work in a team	E2	L (GROUP C)
BSBTEC301	Design and produce business documents	E3	L (GROUP A)
BSBWRT311	Write simple documents	E4	L (GROUP A)
BSBPEF201	Support personal wellbeing in the workplace		CORE
BSBWHS311	Assist with maintaining workplace safety		CORE
BSBSUS211	Participate in sustainable work practices		CORE
BSBTWK301	Use inclusive work practices		CORE
BSBXCM301	Engage in workplace communication		CORE
BSBCRT311	Apply critical thinking skills in a team environment		CORE
BSBTEC303	Create electronic presentations		L (GROUP A)
BSBOPS304	Deliver and monitor a service to customers		L (GROUP D)

E = Imported elective; L = Listed elective.

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party)

CERTIFICATE III IN BUSINESS (BSB30120) INCLUDING CERTIFICATE II IN TOURISM (SIT20116)

Delivered in Partnership with Binnacle Training RTO number: 31319

(VET)



How will the 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/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities including customer interactions
- Group projects
- e-Learning projects

Fees

\$265.00 Binnacle Training Fees

Entry Requirements

Nil.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Product Disclosure Statement

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

CERTIFICATE III IN COMMUNITY SERVICES (CHC32015) INCLUDING CERTIFICATE II IN COMMUNITY SERVICES (CHC22015)

Delivered in Partnership with Connect 'n' Grow RTO number: 40518

(VET)



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 community services 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, personal time management, managing personal stress in the workplace, working with diverse people, responding to client needs and providing individualised support.

Refer to training.gov.au for specific information about the qualification.

Pathways

Potential options may include:

- Various Certificate IV qualifications in Aged Care
- Bachelor degrees
- Entry level employment within the health industry.

What will students achieve?

- Certificate II in Community Services at the end of Year 11
- Certificate III in Community Services in Year 12
- QCE Points: Maximum 8
- (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

What will students learn?

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®. A range of delivery modes will be used during the teaching and learning of this qualification. These include:

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

Course units Year 1 (Certificate II Units)

Unit code	Title
HLTWHS001	Participate in workplace health and safety (Core)
BSBWOR202	Organise and complete daily work activities (Core)
CHCCOM005	Communicate and work in health or community services (Core)
CHCDIV001	Work with diverse people (Core)
HLTINF006	Apply basic principles and practices of infection and control
CHCCOM001	Provide first point of contact (Core)
CHCINM002	Meet community information needs
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTWHS006	Manage personal work stressors in the work environment

Course units Year 2 (Certificate III Units)

Unit code	Title
HLTWHS002	Follow safe work practices for direct client care (Core)
HLTAAP001	Recognise healthy body systems
CHCCS016	Respond to client needs (Core)
CHCADV001	Facilitate the interests and rights of clients
CHCGRP001	Support group activities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation

CERTIFICATE III IN COMMUNITY SERVICES (CHC32015) INCLUDING CERTIFICATE II IN COMMUNITY SERVICES (CHC22015)

Delivered in Partnership with Connect 'n' Grow RTO number: 40518



How will the students be assessed?

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Fees

\$998

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

Entry Requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Community Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE (HLT33115) INCLUDING CERTIFICATE II IN HEALTH SUPPORT SERVICES (HLT23215)

Delivered in Partnership with Connect 'n' Grow® RTO number: 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 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
- Working with diverse people.

Pathway options may include:

- Various Certificate IV qualifications
 - Diploma of Nursing
 - Bachelor Degrees (Bachelor of Nursing)
 - Entry level employment within the health industry.
- Refer to training.gov.au for specific information about the qualification.

What will students achieve?

- Certificate II in Health Support Services at the end of Year 11
- Certificate III in Health Services Assistance in Year 12
- QCE Points: Maximum 8
 - Ø (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

What will students learn?

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®. A range of delivery modes will be used during the teaching and learning of this qualification. These include:

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

Course units Year 1 (Certificate II Units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
HLTHSS011	Maintain stock inventory
BSBOPS203	Deliver a service to customers
CHCCCS010	Maintain a high standard of service
CHCPRP005	Engage with health professionals and the health system

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE (HLT33115) INCLUDING CERTIFICATE II IN HEALTH SUPPORT SERVICES (HLT23215)

Delivered in Partnership with Connect 'n' Grow® RTO number: 40518



Course units Year 2 (Certificate III Units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
HLTAID010	Provide basic emergency life support
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
HLTWHS002	Follow safe work practices for direct client care

How will the students be assessed?

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Fees

\$998

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

Entry Requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Community Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

CERTIFICATE III IN FITNESS (SIS30321) INCLUDING CERTIFICATE II IN SPORT AND RECREATION (SIS20115)

Delivered through a third party arrangement with Binnacle Training RTO number: 31319



Why study this course?

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver 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 and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients
- First Aid qualification and CPR certificate

Pathway options may include:

- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.
- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

What will students achieve?

- Certificate III in Fitness (SIS30321) and Certificate II in Sport and Recreation (SIS20115)
- First Aid qualification and CPR certificate.
- Maximum of eight (8) credits towards a student's QCE

What will students learn?

UNIT CODE	UNIT TITLE	SIS20115 Certificate II in Sport and Recreation	SIS30321 Certificate III in Fitness
HLTWHS001	Participate in workplace health and safety	CORE	ELECTIVE (GROUP C - GYM)
SISXEMR001	Respond to emergency situations	CORE	ELECTIVE - IMPORTED
HLTAID003	Provide first aid The unit HLTAID011 is delivered by an external provider and will attract an additional fee of approximately \$135.	CORE	ELECTIVE (GROUP C – GYM)
SISXCAI002	Assist with activity sessions	CORE	ELECTIVE - IMPORTED
BSBWOR202	Organise and complete daily work activities	CORE	
SISXCCS001	Provide quality service	CORE	CORE
SISXIND001	Work effectively in sport, fitness and recreation environments	CORE	CORE
SISXIND002	Maintain sport, fitness and recreation industry knowledge	CORE	
SISXFAC001	Maintain equipment for activities	ELECTIVE - GENERAL	CORE
BSBSUS201	Participate in environmentally sustainable work practices	ELECTIVE - GENERAL	ELECTIVE (GROUP D – GENERAL)
BSBPEF301	Organise personal work priorities	ELECTIVE - IMPORTED	
BSBOPS304	Deliver and monitor a service to customers	ELECTIVE – IMPORTED	
CHCPRP003	Reflect on and improve own personal practice	ELECTIVE - IMPORTED	
BSBRSK401	Identify risk and apply risk management processes		ELECTIVE (GROUP C - GYM)
SISFFIT001	Provide health screening and fitness orientation		CORE
SISFFIT003	Instruct fitness programs		CORE
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming		CORE
SISFFIT006	Conduct fitness appraisals		ELECTIVE (GROUP C - GYM)
SISFFIT002	Recognise and apply exercise considerations for specific populations		CORE
SISFFIT005	Provide healthy eating information		CORE
SISFFIT014	Instruct exercise to older clients		CORE

CERTIFICATE III IN FITNESS (SIS30321) INCLUDING CERTIFICATE II IN SPORT AND RECREATION (SIS20115)

(VET)



Delivered through a third party arrangement with Binnacle Training RTO number: 31319

How will the 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
- Logbook of practical experience
- **MANDATORY:** A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
- **RECOMMENDED:** 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
- All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).

Fees

\$265.00 Binnacle Training fee - Certificate II entry qualification

\$100.00 Binnacle Training fee - Certificate III Gap Fee

\$135.00 First Aid Certificate. The unit HLTAID011 is delivered by an external provider and will attract an additional fee of approximately \$135.00.

Entry Requirements

Nil.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Product Disclosure Statement

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

CERTIFICATE II IN HOSPITALITY (SIT20316)

Delivered in Partnership with Training Direct Australia

RTO number: 32355



Why study this course?

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
- Coffee making skills (barista)
- Preparing simple dishes and sandwiches
- Provide excellent customer service
- Knowledge of safe work practices, hygiene and food safety.

Pathway options may include:

- Work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.
- Employment as a café attendant, catering assistant or food and beverage attendant

What will students achieve?

- Certificate II Hospitality (to achieve this qualification 12 units of competency must be completed)
- Maximum of 4 credits towards a student's QCE

What will students learn?

CODE	TITLE	SIT20116 Certificate II in Hospitality
BSBWOR203	Work effectively with others	CORE
SITHIND002	Source and use information on the hospitality industry	CORE
SITHIND003	Use hospitality skills effectively	CORE
SITXCOM002	Show social and cultural sensitivity	CORE
SITXCCS003	Interact with customers	CORE
SITXWHS001	Participate in safe work practices	CORE
SITXFSA001	Use hygienic practices for food safety	ELECTIVE
SITHFAB002	Provide responsible service of alcohol	ELECTIVE
SITHFAB004	Prepare and serve non alcoholic beverages	ELECTIVE
SITHFAB005	Prepare and serve espresso coffee	ELECTIVE
SITHCCC002	Prepare and present simple dishes	ELECTIVE
SITHCCC003	Prepare and present sandwiches	ELECTIVE

How will the 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
- Structured workplace learning (12 service periods facilitated through College cafes, functions and external workplace learning)

Fees

For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund this training. For more information on VETiS, visit <https://desbt.qld.gov.au/training/providers/funded/vetis>. For eligibility and more information on this program speak to a Training Direct Australia representative.

Entry Requirements

Nil.

CERTIFICATE II IN WORKPLACE SKILLS (BSB20120)

Delivered in Partnership with Binnacle Training

RTO number: 31319



Why study this course?

Binnacle's Certificate II in Workplace Skills 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in personal effectiveness, workplace communication, using digital technologies and critical thinking (project-based).

Graduates will be able to use their Certificate II in Workplace Skills

- As an entry level qualification into the Business Services Industries (e.g. customer service assistant, administration officer)
- To pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business / Financial Services industries).

Pathway options may include:

- Administration Officer
- Customer Service Assistant
- Data Entry Operator

What students will achieve at the end of two years?

- Certificate II Workplace Skills
- Maximum of four (4) credits towards a student's QCE

What will students learn?

CODE	TITLE	CORE/ELECTIVE
BSBCMM211	Apply communication skills	CORE
BSBOPS201	Work effectively in business environments	CORE
BSBPEF202	Plan and apply time management	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBWHS211	Contribute to health and safety of self and others	CORE
BSBPEF302	Develop self-awareness	ELECTIVE (GROUP A)
BSBCRT201	Develop and apply thinking and problem solving skills	ELECTIVE (GROUP A)
BSBTEC201	Use business software applications	ELECTIVE (GROUP B)
BSBTEC202	Use digital technologies to communicate in a work environment	ELECTIVE (GROUP B)

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

How will the students be assessed?

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a 'Personal Effectiveness – Self-Awareness' Project and 'Problem Solving in the Workplace' Team Project.

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

- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

CERTIFICATE II IN WORKPLACE SKILLS (BSB20120)

Delivered in Partnership with Binnacle Training

RTO number: 31319



Fees

\$225.00 Binnacle Training Fees

All texts and reprographics are provided by the school.

Entry Requirements

Nil.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Product Disclosure Statement

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

What is this subject about?

Chemistry provides opportunities for students to engage in 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), and 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 reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Summative assessments

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

What is this subject about ?

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 My world <ul style="list-style-type: none"> · Family/carers and friends · Lifestyle and leisure · Education 	探索世界 Exploring our world <ul style="list-style-type: none"> · Travel · Technology and media · The contribution of Chinese culture to the world 	社会 象 Our society <ul style="list-style-type: none"> · Roles and relationships · Socialising and connecting with my peers · Individuals in society 	我的未来 My future <ul style="list-style-type: none"> · 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%
Summative internal assessment 2 (IA2): · Examination — combination response	30%	Summative external assessment (EA): · Examination — combination response	25%

What is this subject about?

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

Summative assessments

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

What is this subject about?

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — Technical Proposal	20%	Summative internal assessment 3 (IA3): • Project — Folio	25%
Summative internal assessment 2 (IA2): • Project — Digital Solution	30%	Summative external assessment (EA): • Examination	25%

What is this subject about?

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

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

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

Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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% Examination — extended response			

*Note: Alternate Sequence General subjects have the same syllabus objectives and subject matter, implemented as an option for managing combined classes of low-candidature subjects.

What is this subject about?

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

What is this subject about?

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
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — written response

What is this subject about?

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination

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

Summative assessments

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

What is this subject about?

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

Summative assessments

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

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 style="list-style-type: none"> · Industry practices · Production processes 	Furnishing	<ul style="list-style-type: none"> · Cabinet making · Furniture finishing · Furniture making 	<ul style="list-style-type: none"> · Furnishing drafting · Thermoplastics fabrication

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.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> · written: 500–900 words · spoken: 2½–3½ minutes · multimodal <ul style="list-style-type: none"> – non presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes · product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> · 60–90 minutes · 50–250 words per item

INFORMATION AND COMMUNICATION TECHNOLOGY (Applied)

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements.

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 conclusion of the course of study, students should be able to:

- Demonstrate ICT practices, skills and processes
- Interpret client briefs and technical information
- Select ICT practices and processes
- Sequence ICT processes
- Evaluate ICT processes and products
- Adapt ICT processes and products

Structure

Information and Communication Technology is a four-unit course of study:

Unit 1	Unit 2	Unit 3	Unit 4
Layout and publishing	Digital imaging and modelling	Web development	App development

In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Assessment

For Information and Communication Technology, each unit has two assessment items:

- Product proposal
- Project

Product proposal	Project
Demonstrate, Interpret, Select, Evaluate	Demonstrate, Interpret, Select, Sequence, Evaluate, Adapt
Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media / demonstration of the functionality of the high-fidelity ICT product prototype

What is this subject about?

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

Summative assessments

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

What is this subject about?

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

What is this subject about?

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	National experiences in the modern world <ul style="list-style-type: none"> • 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 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti terrorism and counter terrorism since 1984

Summative assessments

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

What is this subject about?

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
· Performance			
Summative internal assessment 2 (IA2):	20%		
· Composition			
Summative external assessment (EA): 25%			
· Examination			

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

Summative assessments

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%

What is this subject about?

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, 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), and 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
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> · Heating processes · Ionising radiation and nuclear reactions · Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> · Linear motion and force · Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> · Gravity and motion · Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> · Special relativity · Quantum theory · The Standard Model

Summative assessments

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

What is this subject about?

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 style="list-style-type: none"> • Who am I? the personal perspective • Who are we? the relational perspective • Is there more than this? the spiritual perspective 	<ul style="list-style-type: none"> • The Australian scene • Ethics and morality • Good and evil • Indigenous Australian spiritualities 	<ul style="list-style-type: none"> • Peace and conflict • Sacred stories • Social justice • Spirituality

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.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

What is this subject about?

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
<p>Personal identity and education</p> <p><i>Personal and community, which encompasses:</i></p> <ul style="list-style-type: none"> • expressing personal identity and achieving personal goals • understanding and interacting with the wider community <p><i>Education and training, which encompasses:</i></p> <ul style="list-style-type: none"> • any form of structured learning • learning towards a formal qualification • learning within a language, literacy and numeracy program or community based program • formal or informal learning and training. 	<p>The work environment</p> <p><i>Workplace and employment, which encompasses activities:</i></p> <ul style="list-style-type: none"> • that an individual may be involved in as a member of an organisation • that may be conducted by someone working alone • related to preparing for and seeking employment • within an existing workplace, including organisational and management tasks.

Summative assessments

Short Course	
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)

What is this subject about?

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
<p>Personal identity and education</p> <p><i>Personal and community, which encompasses:</i></p> <ul style="list-style-type: none"> · expressing personal identity and achieving personal goals · understanding and interacting with the wider community <p><i>Education and training, which encompasses:</i></p> <ul style="list-style-type: none"> · any form of structured learning · learning towards a formal qualification · learning within a language, literacy and numeracy program or community based program · formal or informal learning and training. 	<p>The work environment</p> <p><i>Workplace and employment, which encompasses activities:</i></p> <ul style="list-style-type: none"> · that an individual may be involved in as a member of an organisation · that may be conducted by someone working alone · related to preparing for and seeking employment · within an existing workplace, including organisational and management tasks.

Summative assessments

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

What is this subject about?

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 Mathematical Methods.

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

Summative assessments

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

What is this subject about?

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

What is this subject about?

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

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

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

FisherONE is a learning environment designed to meet the needs of Year 11 and Year 12 students who have difficulty accessing specific subjects at their current school and seeking an online learning option that is delivered with the care, understanding, and connection of a Catholic community. When students enrol in one of the FisherONE online subjects, it becomes part of their school timetable and they have specific time scheduled for the subject, just like all their other subjects.

What is online learning?

At FisherONE, online learning is the focused use of digital tools to provide exceptional learning opportunities. FisherONE teachers use the digital environment to be present in your learning location. They integrate digital resources and frequent communication to deliver a learning experience that rivals being present in the classroom. The major difference is that the online student has flexibility around when some of the learning takes place.

FisherONE teachers manage content in their digital classroom, set assessments and learning tasks that are equivalent to normal class expectations, and they create specific times to connect with students as individuals and as a class. Online students have regular connection with their teacher, with other students, and will be guided through their senior subject assessments. Classes include group video lessons, regular individual student follow-ups, and constant connection to the class through the digital learning environment.

All FisherONE subjects are compliant with the QCAA standards and expectations, the teachers are engaged and accessible, and the learning experience is facilitated and rigorous.

Online learning in 2024 is available to Year 11 and Year 12 students.

2024 Subject Offerings

- Ancient History
- Accounting
- Health
- Japanese
- Psychology

Student wishing to undertake online learning should discuss these options with their SET Plan Mentor prior to their SET Plan meeting.

Fees*

A fee of \$950 will be payable for Unit 1/2, and also for Unit 3/4. Total fees payable will be \$1900.

*as at 2023





St Benedict's College
Mango Hill