

Senior Years



# 2027

## Subject Handbook Years 11 & 12

# FROM THE PRINCIPAL



Dear Students

We are delighted to share this important stage of your Secondary School learning journey. The transition into Years 11 and 12 is a significant milestone—one that invites you to reflect, plan, and make informed decisions about your future.

The Senior Years are a time of growing independence and personal responsibility. The choices you make now can open a wide range of possibilities beyond school. This Subject Selection Handbook is designed to support you as you navigate the many pathways available, helping you to consider your interests, strengths, and aspirations as you plan your course of study.

As you may already be aware, all students will select one English, one Mathematics, and one Religion option that best aligns with their pathway and demonstrated ability. Beyond these core areas, students are able to choose from a broad range of subjects, allowing for flexibility in the design of their senior program.

We are committed to working closely with students and families to develop an individual learning plan that maximises engagement, supports achievement, and reflects each student's goals. There is no single "right" pathway—there are many ways to create a meaningful and fulfilling Senior Years experience.

The Queensland Certificate of Education (QCE) recognises this flexibility and can be achieved through a variety of learning experiences, including a combination of:

- Senior school subjects that form the foundation of academic learning
- VET Courses offering practical skills and industry-recognised qualifications
- School based apprenticeships and Traineeships combining workplace learning with formal study
- University subjects while at School for eligible students seeking extended academic challenge
- Recognised workplace learning, including part-time work or volunteering
- Certificates and awards that contribute towards a student's senior pathway

Each student's journey is unique. When making subject selections, we encourage you to carefully consider your interests, goals, and circumstances. Whether your pathway leads to university, vocational study, employment, or a blended option, there are many opportunities to explore and pursue.

Every subject choice in the Senior Years is a stepping stone toward future possibilities—be they professional, academic, or personal. As you set goals for your future, we encourage you to engage in thoughtful conversations with your parents/carers, teachers, and trusted mentors, drawing on their guidance to make informed and confident decisions.

We look forward to supporting you as you continue to grow into young men and women of purpose, and we are confident that, with the encouragement of your families and the guidance of our staff, you will make the most of the many opportunities that lie ahead.

We wish you every success in your Senior Years and look forward to working in partnership with you as you take these important next steps.

A stylized handwritten signature in black ink.

Tameika Grist

Principal



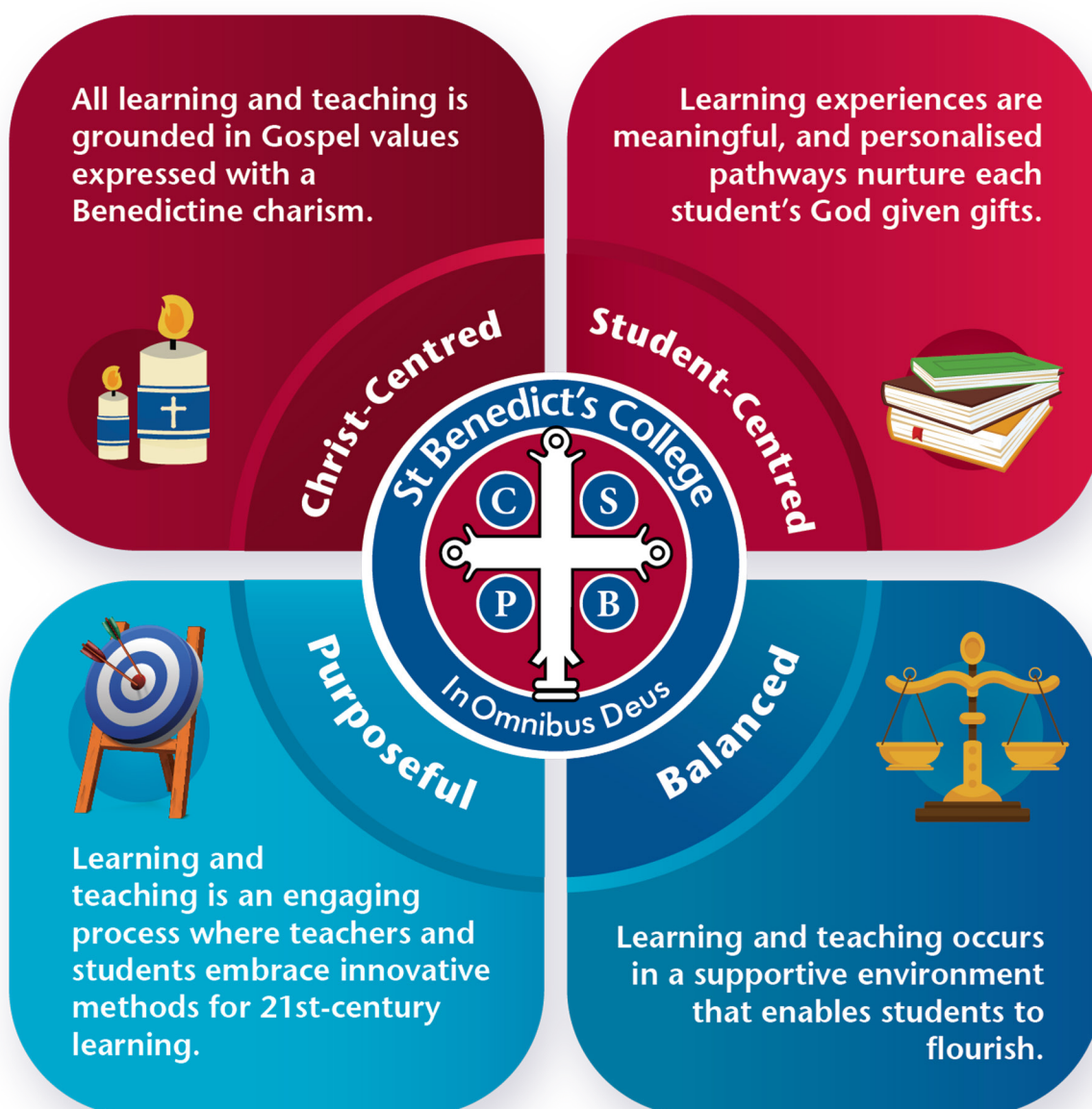
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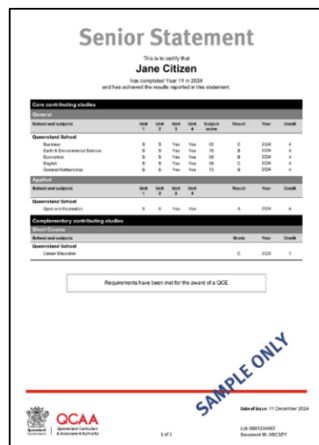
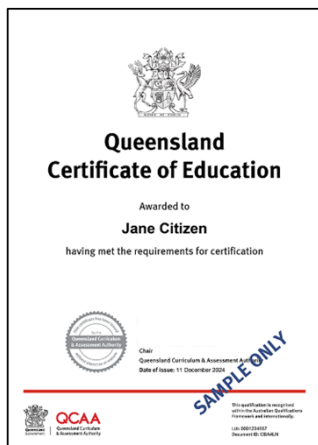
# LEARNING & TEACHING FRAMEWORK

The St Benedict's College Learning and Teaching Framework establishes a shared understanding of how learning and teaching are approached within our community. It brings together the key elements that define and shape the learning culture of our College, guiding the planning, delivery, and evaluation of high-quality education for all students. The framework is intentionally named with "learning" first, reflecting our commitment to placing learners at the heart of everything we do.

Rather than prescribing specific methods or techniques, the framework embraces a holistic perspective on the dynamic processes of learning and teaching at St Benedict's College. Grounded in our College's Vision, Mission, and Values, the framework is further enriched by contemporary research on effective learning practices. It aligns with the Brisbane Catholic Education Strategy and the principles outlined in the Alice Springs Education Declaration (Mparntwe).



# LANGUAGE OF SENIOR SCHOOLING



## Australian Tertiary Admission Rank (ATAR)

ATAR is a tool used across Australia for university admissions, showing how a student ranks compared to their peers. It provides a consistent way to assess overall academic performance among students who have completed different subject combinations.



## General Subjects

General subjects are ideal for students aiming to pursue tertiary education, as well as vocational training or employment after high school. These subjects contribute to the Queensland Certificate of Education (QCE) and may be used in the calculation of an ATAR.



## Applied Subjects

Applied subjects are designed for students who are mainly focused on post-school pathways such as vocational education, training, or entering the workforce. These subjects count toward the Queensland Certificate of Education (QCE), and one Applied subject result can be included in the calculation of an ATAR.



## Vocational Education and Training (VET)

VET offers valuable pathways for students, especially those looking to gain practical, job-ready skills. VET benefits learners by:

- Equipping them with skills directly related to the workplace, increasing their employability
- Providing alternative learning experiences, including hands-on, work-based training
- Using competency-based assessments aligned with industry expectations.



## Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.



## Statement of Results

A new statement of results is provided to students upon completion of each QCAA-developed course. Once a student meets the requirements for a QCE, a complete academic record and the QCE qualification will be issued in the following December or July.



## Queensland Certificate of Individual Achievement (QCIA)

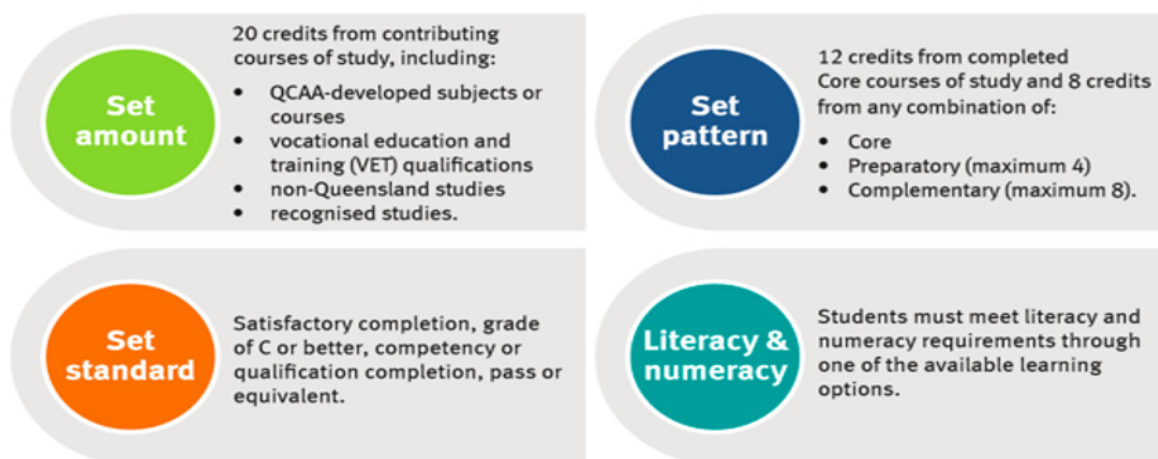
The QCIA certificate recognises the schooling achievement of students who are on individualised learning programs due to impairments or difficulties in learning that are not primarily due to socioeconomic, cultural, or linguistic factors.

# 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).



## QCE requirements for students completing Year 12

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                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------|
| <b>General Subjects</b><br>General subjects primarily prepare you for tertiary study, further education and training and work.                                                                 | Core                                                   | Up to 4 per course    | All subjects may contribute                                                                     |
| <b>Applied Subjects</b><br>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                                     |
| <b>Short Courses</b><br>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                                                                 |
| <b>Vocational Education and Training</b><br>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 |
| <b>Other courses</b><br>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                                                               |

# 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 extracurricular 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 Assistant Principal - Learning and Teaching. The QCAA website also has a section dealing with the certificate under Certificates and Qualifications. The current web address is

[www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia)



# WHAT IS REQUIRED FOR UNIVERSITY ENTRY?

There are multiple pathways to university.

## Australian Tertiary Admission Rank (ATAR)

The ATAR indicates a student's position relative to other students. It is important to note that an Australian Tertiary Admission Rank (ATAR) score is not the only way to access tertiary study.

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

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

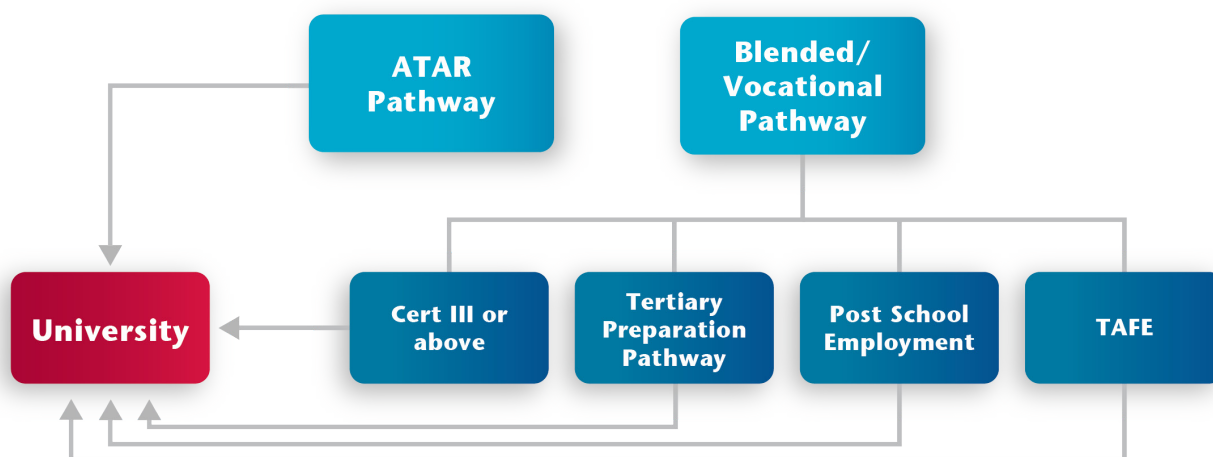
- Satisfactorily completed an English\* subject.
- Completed five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III or above.

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

## 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 & SET PLANNING

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



## Phase 1: Pathways Program

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

Students complete their SET Plan preparation during career lessons.

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?



## 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 parents and caregivers as well as Teachers, Curriculum Leaders, or Pathways Leader.

While they are recommendations, students, parents and caregivers need to use this as a base for successful choices for Year 11 and 12.



## Phase 3: SET Plan Interviews – Finalised Subjects

Students, parents and caregivers attend SET Plan Interviews with a St Benedict's College SET Plan mentor to finalise subject selection.

Subjects are agreed upon by students, parents and caregivers and the St Benedict's College SET Plan mentor and signed off during the interview.

Year 11 subjects finalised and communicated with students, parents and caregivers in Term 4.

## WHERE TO GO FOR HELP



Tamieka Grist  
Principal



Peter Olley  
Assistant Principal Catholic Identity  
& Formation



Anja Reust  
Assistant Principal Teaching &  
Learning



Bonnie Towers  
Guidance Counsellor



Geoffrey Young  
VET Program Leader



Grant Shepherd  
Pastoral Leader Year 12



Chris Bugden  
Pastoral Leader Year 10



Tim Campbell  
Deputy Principal



Chris Carlill  
Assistant Principal Student  
Engagement



Dominique Sinclair  
Guidance Counsellor



Louise Forbes  
Guidance Counsellor



Sarah Meder  
Pathways Program Leader



Megan Gscheidle  
Pastoral Leader Year 11



Sam Kittoli  
Learning Enhancement Program  
Leader

### Curriculum Leaders:



Shaun Manning  
Design Technologies



Michael Addicott  
Digital Technologies



Jemma Cecil  
English



Mark Bennedick  
Health and Physical Education



Branden Laurie  
Humanities/Languages



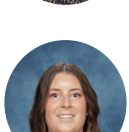
Hayley Jones  
Mathematics



Jacob Reust  
Religious Education



Kate Buchanan  
Science



Megan Davis  
The Arts

# SUBJECT 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, V = VET.

| Subject 1                                            | Subject 2                                                          | Subject 3                                                                                    |
|------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Religion                                             | English                                                            | Mathematics                                                                                  |
| Study Of Religion (G)<br>OR<br>Religion & Ethics (A) | English (G)<br>OR<br>Literature (G)<br>OR<br>Essential English (A) | General Mathematics (G)<br>OR<br>Mathematical Methods (G)<br>OR<br>Essential Mathematics (A) |
| Subject 4                                            | Subject 5                                                          | Subject 6                                                                                    |
| Elective 1                                           | Elective 2                                                         | Elective 3                                                                                   |
| Student Choice                                       | Student Choice                                                     | Student Choice                                                                               |

| Example 1                | Example 2                                      | Example 3                                          | Example 4                                   |
|--------------------------|------------------------------------------------|----------------------------------------------------|---------------------------------------------|
| ATAR Eligible<br>ATAR 6  | ATAR Eligible<br>ATAR 5                        | ATAR Eligible<br>Blended                           | ATAR Ineligible<br>Vocational               |
| Six (6) General Subjects | Five (5) General Subjects +<br>One (1) Applied | Four (4) General Subjects +<br>Two (2) Applied/VET | Other combination of<br>Applied/General/VET |
| Study of Religion (G)    | Religion & Ethics (A)                          | Study of Religion (G)                              | Religion & Ethics (A)                       |
| Literature (G)           | English (G)                                    | English (G)                                        | Essential English (A)                       |
| Mathematical Methods (G) | General Mathematics (G)                        | General Mathematics (G)                            | Essential Mathematics (A)                   |
| Biology (G)              | Design (G)                                     | Business (G)                                       | Physical Education (G)                      |
| Chemistry (G)            | Biology (G)                                    | Arts in Practice (A)                               | Information & Communication Technology (A)  |
| Physics (G)              | Legal Studies (G)                              | SIT30622 Certificate III in<br>Hospitality (V)     | BSB30120 Certificate III in<br>Business (V) |

# VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) in schools enables students to gain nationally recognised industry knowledge and skills whilst completing their Senior Schooling. Students are able to tailor their learning pathway using a range of different school-based options available such as school-based traineeships or apprenticeships, off-site VET qualifications conducted by external registered training organisations (RTOs) such as TAFE and on-site VET qualifications.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job and offer the opportunity to gain:

- Practical hands-on training;
- Valuable skills for greater employability;
- Credit towards a Queensland Certificate of Education (QCE);
- Real trade skills and qualifications while completing high school;
- A competitive edge in the employment marketplace;
- Some units may credit towards further study.

## Service Agreement

VET qualifications are generally undertaken over two years. St Benedict's College guarantees that all students will be provided with every opportunity to complete the qualifications offered as per the rights and obligations outlined in the RTO's enrolment process and student information handbooks. Students successfully achieving all of the qualification requirements will be provided with a certificate and a Statement of Attainment (SOA) by the RTO. Students who achieve at least one unit but not a full qualification will receive a SOA for units successfully achieved.

All reasonable opportunities will be provided to students, who enter a VET qualification course after the initial start date, to complete the full qualification. However, this may not be achievable in all cases and students will be provided with a SOA for competencies achieved from their entry point. Students who exit a qualification course prior to its completion date will receive a SOA for competencies completed at the date of exit from the qualification.

All qualification classes offered need to be of a viable class size for the College to run them. In the event that a VET qualification may not run, or the College can no longer deliver a qualification offered, every effort will be made to ensure that students may complete their studies through another RTO, or a SOA will be provided for all the units of competencies successfully completed.

## Learning Experiences

Assessment is competency based. Students must demonstrate competence on more than one occasion to be deemed competent.

A range of teaching and learning strategies will be used to deliver competencies. These may include, but are not limited to practical tasks, group work, activities in simulated work environments, student workbooks, observations, oral questioning, work placements and industry excursions and activities.

Appropriately qualified staff will assess the extent to which a student is likely to achieve the stated competency standards and outcomes of the qualification, based on his/her qualifications and experience.

## VET in Schools (VETiS) funding

Queensland school students can undertake nationally recognised VET qualifications while they are still at school. This provides students with access to one funded qualification at any given time, including the VETiS and SAT programs, in order to maximise access to free and low-cost training for all Queenslanders. VETiS funding is provided by the Queensland Government's Department of Trade, Employment and Training (DTET). For more information in relation to VETiS, visit <https://dtet.qld.gov.au/training/providers/funded/vetis/vetis-overview>

Students cannot undertake more than one DTET-funded qualification at the same time. However, they could do one DTET-funded qualification and a fee-for-service qualification concurrently (at the same time).

Students who do not meet eligibility through Government funding arrangements have the opportunity to enrol through Fee for Service (FFS) arrangements. Where funding is not offered or VETiS has been used, families will be liable for the full fees of the cost of undertaking a qualification.

## College Process for VETiS Funding

The qualification accessing the VETiS funding is typically determined by prioritising external providers or providers with higher fees for service programs. This can be discussed with the VET Program Leader. Where VETiS funding is not applied to the cost of a qualification, parents will be invoiced the qualification fee listed in this handbook.

| Course                                             |                                                        | Cost   |
|----------------------------------------------------|--------------------------------------------------------|--------|
| Year 11                                            | YEAR 12                                                |        |
| SIS20122 Certificate II in Sport and Recreation    | SIS30321 Certificate III in Fitness                    | \$495  |
| HLT23221 Certificate II in Health Support Services | HLT33115 Certificate III in Health Services Assistance | \$998  |
| BSB30120 Certificate III in Business               |                                                        | \$395  |
| SIT20322 Certificate II in Hospitality             | SIT30622 Certificate III in Hospitality                | \$1725 |

**\*\*Course costs may change at the discretion of the RTO and are correct at time of publication.**



# TAFE, EXTERNAL COURSES, APPRENTICESHIPS AND TRAINEESHIPS

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 and School-based Apprenticeships and Traineeships (SAT):



**TAFE at School**



**Aviation Australia**



**The Australian Trade  
Training College**



**School Based Apprenticeships  
and Traineeships (SAT)**



# UNIT TIMINGS

Please note that Units 1–4 in Years 11 and 12 do not align directly with school terms. The timeline below provides a general guide only and may vary between subjects. Assessment dates cannot be changed due to family holidays or other personal commitments. Please keep this in mind as your student begins the Senior Years.

| YEAR 11 |        | YEAR 12 |                                  |
|---------|--------|---------|----------------------------------|
| TERM 1  |        | TERM 1  |                                  |
| WEEK 1  | UNIT 1 | WEEK 1  | UNIT 3                           |
| WEEK 2  |        |         |                                  |
| WEEK 3  |        |         |                                  |
| WEEK 4  |        |         |                                  |
| WEEK 5  |        |         |                                  |
| WEEK 6  |        |         |                                  |
| WEEK 7  |        |         |                                  |
| WEEK 8  |        |         |                                  |
| WEEK 9  |        |         |                                  |
| WEEK 10 |        |         |                                  |
| TERM 2  |        | TERM 2  |                                  |
| WEEK 1  | UNIT 1 | WEEK 1  | UNIT 3                           |
| WEEK 2  |        |         |                                  |
| WEEK 3  |        |         |                                  |
| WEEK 4  |        |         |                                  |
| WEEK 5  |        |         |                                  |
| WEEK 6  | UNIT 2 | WEEK 6  | UNIT 4                           |
| WEEK 7  |        |         |                                  |
| WEEK 8  |        |         |                                  |
| WEEK 9  |        |         |                                  |
| WEEK 10 |        |         |                                  |
| TERM 3  |        | TERM 3  |                                  |
| WEEK 1  | UNIT 2 | WEEK 1  | UNIT 4                           |
| WEEK 2  |        |         |                                  |
| WEEK 3  |        |         |                                  |
| WEEK 4  |        |         |                                  |
| WEEK 5  |        |         |                                  |
| WEEK 6  |        |         |                                  |
| WEEK 7  |        |         |                                  |
| WEEK 8  |        |         |                                  |
| WEEK 9  |        |         |                                  |
| WEEK 10 |        |         |                                  |
| TERM 4  |        | TERM 4  |                                  |
| WEEK 1  | UNIT 3 | WEEK 1  | REVISION AND EXTERNAL ASSESSMENT |
| WEEK 2  |        |         |                                  |
| WEEK 3  |        |         |                                  |
| WEEK 4  |        |         |                                  |
| WEEK 5  |        |         |                                  |
| WEEK 6  |        |         |                                  |
| WEEK 7  |        |         |                                  |
| WEEK 8  |        |         |                                  |
| WEEK 9  |        |         |                                  |
| WEEK 10 |        |         |                                  |

# SUBJECTS OFFERED

## Design Technologies

|                              | SUBJECT TYPE |
|------------------------------|--------------|
| Design                       | General      |
| Food and Nutrition           | General      |
| Industrial Technology Skills | Applied      |

## English

Year 11 & 12 students MUST choose one English subject

|                   | SUBJECT TYPE |
|-------------------|--------------|
| English           | General      |
| Essential English | Applied      |
| Literature        | General      |
| Literacy          | Short Course |

## Humanities & Languages

|                     | SUBJECT TYPE |
|---------------------|--------------|
| Ancient History     | General      |
| Business            | General      |
| Geography           | General      |
| Modern History      | General      |
| Legal Studies       | General      |
| Philosophy & Reason | General      |

## Religion

Year 11 & 12 students MUST choose one Religion subject

|                            | SUBJECT TYPE               |
|----------------------------|----------------------------|
| Religion & Ethics          | Applied                    |
| Religion, Meaning and Life | Alternative non-accredited |
| Study of Religion          | General                    |

## The Arts

|                              | SUBJECT TYPE |
|------------------------------|--------------|
| Arts in Practice             | Applied      |
| Drama                        | General      |
| Film, Television & New Media | General      |
| Music                        | General      |
| Visual Art                   | General      |

## Digital Technologies

|                                          | SUBJECT TYPE |
|------------------------------------------|--------------|
| Digital Solutions                        | General      |
| Information and Communication Technology | Applied      |

## Health and Physical Education

|                    | SUBJECT TYPE |
|--------------------|--------------|
| Physical Education | General      |
| Health             | General      |

## Mathematics

Year 11 & 12 students MUST choose one Mathematics subject

|                        | SUBJECT TYPE |
|------------------------|--------------|
| Essential Mathematics  | Applied      |
| General Mathematics    | General      |
| Mathematical Methods   | General      |
| Specialist Mathematics | General      |
| Numeracy               | Short Course |

## Science

|                     | SUBJECT TYPE |
|---------------------|--------------|
| Biology             | General      |
| Chemistry           | General      |
| Physics             | General      |
| Psychology          | General      |
| Science in Practice | Applied      |

## VET Certificate Courses

|                                                                                                                     | SUBJECT TYPE |
|---------------------------------------------------------------------------------------------------------------------|--------------|
| BSB30120 Certificate III in Business                                                                                | VET Course   |
| SIS30321 Certificate III in Fitness including SIS20122 Certificate II in Sport and Recreation                       | VET Course   |
| HLT33115 Certificate III in Health Services Assistance including HLT23221 Certificate II in Health Support Services | VET Course   |
| SIT30622 Certificate III in Hospitality including SIT20322 Certificate II in Hospitality                            | VET Course   |

# DESIGN

The Design subject equips students with future-focused, transferrable skills by engaging them in problem-based learning and design thinking. It focuses on developing creative solutions that improve quality of life, responding to the needs and wants of individuals and communities. Students explore stakeholder-centred design (Unit 1), commercial design (Unit 2), human-centred design (Unit 3), and sustainable design (Unit 4). Through each unit, they apply divergent and convergent thinking, sketching, prototyping, and evaluation techniques.

The course emphasises collaboration, communication, critical and creative thinking, and ICT skills, essential for working in design teams and with stakeholders. Students learn to appreciate the impact of design on economic, social, and cultural contexts and understand the human role in shaping the future. They build resilience through iterative processes, where experimentation and risk-taking are encouraged. Overall, Design prepares students to be innovative, enterprising problem-solvers in a complex, globalised world.

## 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 visual representation skills.
- Analyse needs, wants and opportunities using data.
- Devise ideas in response to design problems.
- Evaluate ideas to make refinements.
- Propose design concepts in response to design problems.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Pathways

- Architecture
- Industrial Design
- Graphic Design
- Interior Design
- Fashion Design
- Engineering (e.g. Mechanical, Civil, Product)
- UX/UI Design (User Experience/User Interface)
- Digital Media and Animation
- Product Development and Manufacturing
- Furniture and Cabinet Making
- Entrepreneurship in Creative Industries

## Course Structure

| Unit 1                                               | Unit 2                                                          | Unit 3                                           | Unit 4                                                          |
|------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------|
| Stakeholder-centred design<br>• Designing for others | Commercial design influences<br>• Responding to needs and wants | Human-centred design<br>• Designing with empathy | Sustainable design influences<br>• Designing for sustainability |

## Summative Assessments

| Unit 3                                                           | Unit 4                                                                        |
|------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 20%<br>• Design challenge | Summative internal assessment 3 (IA3): 25%<br>• Project                       |
| Summative internal assessment 2 (IA2): 30%<br>• Project          | Summative external assessment (IA4): 25%<br>• Examination — extended response |

# FOOD AND NUTRITION

Food & Nutrition challenges students to think critically and creatively about contemporary food and nutrition issues, responding with innovative, practical solutions. Inclusive of students' needs, interests and aspirations, the subject encourages them to become enterprising individuals who make discerning decisions about the safe development and use of technologies in both local and global contexts. It promotes the development of transferable 21st century skills including critical and creative thinking, communication, collaboration, personal and social capability, and ICT proficiency. Students learn to adapt, work in teams and build resilience through problem-solving experiences that prepare them for collaboration in fields such as science, technology, engineering and health.

The subject explores food in the context of science, nutrition and technologies, focusing on nutrient properties and food system sustainability. The course is developmental: in Unit 1, students investigate the properties of vitamins, minerals and protein-based foods, alongside food safety, spoilage and preservation; in Unit 2, they examine consumer food drivers, sensory profiling, labelling and formulation; in Unit 3, they explore carbohydrate- and fat-based foods, preservation techniques and spoilage; and in Unit 4, they develop solutions for nutrition consumer markets, considering safety, transparency, accessibility and sustainability. Students apply real-world problem-solving to create, justify and evaluate innovative food solutions. Using a real-world problem-solving process, students develop food solutions while justifying decisions and considering social, economic, and environmental sustainability.

## 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 success criteria.
- Synthesise information and data.
- 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

## Pathways

- Nutrition and dietetics
- Food science and technology
- Health promotion and public health
- Food safety and quality assurance
- Product development and innovation
- Environmental sustainability and food systems
- Education and research

## Course Structure

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

## Summative Assessments

| Unit 3                                                                                                                            | Unit 4                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> <li>• Examination - combination response</li> </ul> | Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> <li>• Food &amp; Nutrition solution</li> </ul>   |
| Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> <li>• Food &amp; Nutrition solution</li> </ul>      | Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> |

# INDUSTRIAL TECHNOLOGY SKILLS

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

## Objectives

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

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and procedures

## Pathways

- Aeroskills
- Automotive
- Building
- Construction
- Engineering
- Furnishing
- Industrial graphics
- Plastics

## Course Structure

| Unit 1            | Unit 2              | Unit 3                               | Unit 4                                       |
|-------------------|---------------------|--------------------------------------|----------------------------------------------|
| Furnishing Skills | Interior Furnishing | Graphics for the Furnishing Industry | Production in the Bespoke Furniture Industry |

## Summative Assessments

For Industrial Technology Skills, Students complete assessment tasks across each unit in Year 11. In Year 12, students complete two assessment tasks for each unit:

- Practical Demonstration
- Project

| Project                                                                                                                                                                                                                                                                                                                                             | Practical Demonstration                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students apply a range of cognitive, technical and physical skills to demonstrate knowledge, understanding and skills in 'Industry practices' and 'Construction processes'. Students are given specifications (drawings and technical information) and may use class time and their own time to complete a structure that meets the specifications. | Students demonstrate construction skills and procedures over a set period of time. They are given specifications (such as a drawing or template) and use class time under teacher supervision.                                                                      |
| <b>Project:</b><br>Construction using the skills and procedures in 5–7 production processes<br><br><b>Documentation:</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media                                                                                                    | <b>Project Demonstration:</b><br>An artifact using the skills and procedures used in 3–5 production processes.<br><br><b>Documentation:</b><br>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media |

# DIGITAL SOLUTIONS

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

## 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 context

## Pathways

- Information Technology
- STEM
- Robotics
- Engineering
- Software Engineering
- Computer Science
- Data Science
- Cyber Security
- Game Design and Development
- Artificial Intelligence and Machine Learning
- Web and App Development
- Mechatronics
- Design and Technology
- Electronics
- Business Information Systems

## Course Structure

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

## Summative Assessments

| Unit 3                                                                                                            | Unit 4                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> <li>• Technical Proposal</li> </ul> | Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> <li>• Digital Solution</li> </ul>                |
| Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> <li>• Digital Solution</li> </ul>   | Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> |

# INFORMATION AND COMMUNICATION TECHNOLOGY

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 and 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.

## Objectives

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

- 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

## Pathways

- ICT operations
- Digital media
- Web design
- Application support
- IT help desk
- Practical computing
- Technical writing

## Course Structure

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

## Summative Assessments

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

- Practical Demonstration
- Project

| Product Proposal                                                                                                     | Project                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students produce a prototype for a product proposal in response to a client brief and technical information.         | Students to produce a product prototype in response to a client brief and technical information                                                                                                      |
| 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 |

# ESSENTIAL ENGLISH

Essential English is designed to develop students' literacy skills in practical ways. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. Essential English develops and refines students' language, literature and literacy skills to enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.

The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

## 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.

## 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.
- Literacy skills for all workplace environments
- Further tertiary studies

## Course Structure

| Unit 1                                                                                                                                                                                             | Unit 2                                                                                                                                                                                                    | Unit 3                                                                                                                                                                                                                        | Unit 4                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language that works <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul> | Texts and human experiences <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul> | Language that Influences <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul> | Representations and popular culture texts <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and/or concepts.</li> </ul> |

## Summative Assessments

| Unit 3                                                                                                                      | Unit 4                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Spoken Response</li> </ul>                  | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Multimodal Response</li> </ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common Internal Assessment (CIA)</li> </ul> | Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Written Response</li> </ul>      |

# GENERAL ENGLISH

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.

## Objectives

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

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

## Pathways

- Prerequisite for most undergraduate university courses
- Literacy skills for all workplace environments further tertiary studies

## Course Structure

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

## Summative Assessments

| Unit 3                                                                                                                                                    | Unit 4                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> <li>• Extended Response – Persuasive Spoken Response</li> </ul>             | Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> <li>• Extended response — imaginative written response</li> </ul> |
| Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> <li>• Extended response — written response for a public audience</li> </ul> | Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>                     |

# LITERATURE

The subject Literature focuses on the study of literary texts, developing students as independent, innovative, and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

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

## Objectives

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others

## Pathways

- Prerequisite for most undergraduate University courses
- Literacy skills for all workplace environments
- Further tertiary studies

## Course Structure

| Unit 1                                                                                                                                                                                                                                     | Unit 2                                                                                                                                                                               | Unit 3                                                                                                                                                                                                                                                                    | Unit 4                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction to Literary Studies <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affects readers</li> <li>• Creating analytical and imaginative texts</li> </ul> | Intertextuality <ul style="list-style-type: none"> <li>• Genre, concepts and contexts</li> <li>• Style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul> | Literature and Identity <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul> | Independent Explorations <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul> |

## Summative Assessments

| Unit 3                                                                                                                         | Unit 4                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> <li>• Examination – Extended Response</li> </ul> | Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> <li>• Imaginative Response</li> </ul>         |
| Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> <li>• Imaginative Response</li> </ul>            | Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul> |

# SHORT COURSE LITERACY

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.

## 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.

## 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.

## Course Structure

| Topic 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Topic 2                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal Identity and Education<br>Personal and community, which encompasses: <ul style="list-style-type: none"> <li>• expressing personal identity and achieving personal goals</li> <li>• understanding and interacting with the wider community</li> </ul> Education and training, which encompasses: <ul style="list-style-type: none"> <li>• any form of structured learning</li> <li>• learning towards a formal qualification</li> <li>• learning within a language, literacy and numeracy program or community based program</li> <li>• formal or informal learning and training.</li> </ul> | The Work Environment<br>Workplace and employment, which encompasses activities: <ul style="list-style-type: none"> <li>• that an individual may be involved in as a member of an organisation</li> <li>• that may be conducted by someone working alone</li> <li>• related to preparing for and seeking employment</li> <li>• within an existing workplace, including organisational and management tasks.</li> </ul> |

## 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)<br>Student Learning Journal (IA1B)                                      | Extended Response – spoken/signed (IA2A)<br>Reading Comprehension Task (IA2B) |

# PHYSICAL EDUCATION

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.

## 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

## Pathways

- Exercise science
- Biomechanics
- The allied health professions
- Psychology
- Teaching
- Sport journalism
- Sport marketing and management,
- Sport promotion,
- Sport development and coaching.

## Course Structure

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

## Summative Assessments

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

# HEALTH

The Health syllabus delivers a contextualised, strengths-based curriculum that draws from behavioural, social, and physical sciences to promote lifelong health, active citizenship, and sustainable change. At the core of this curriculum is the Health inquiry model, a developmental framework that increases in complexity across four units. Students utilise this model to critically analyse health information, reframe broad topics into specific issues, and implement health promotion strategies that advocate for change at personal, peer, family, and community levels.

The course structure builds capacity sequentially, beginning with Unit 1, which focuses on resilience as a foundational personal health resource. Unit 2 expands to examine the influence of peers and family, requiring students to study one chosen topic: either Elective 1: Alcohol, or Elective 2: Body image. Unit 3 explores the community's role in shaping resources, where students investigate one topic selected from three choices: Elective 1: Homelessness, Elective 2: Transport safety, or Elective 3: Anxiety. Finally, Unit 4 serves as a culmination, challenging students to evaluate innovations that influence respectful relationships to help them successfully transition into post schooling life.

Studying Health develops essential problem-solving, collaboration, and critical thinking skills that prepare students for interdisciplinary learning and diverse career pathways. This education directly aligns with Australia's fastest-growing employment sector, which faces increasing demand due to an ageing population. Consequently, the curriculum empowers students to meet the rising need for health-educated individuals who can improve preventive and individualised healthcare outcomes at local, national, and global levels.

## Objectives

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

- Recognise and describe information about health-related topics and issues.
- Comprehend and use the Health inquiry model.
- Analyse and interpret information to draw conclusions about health-related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Investigate and synthesise information to develop action strategies.
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
- Organise information for particular purposes.

## Pathways

- Health science
- Public health
- Health education
- Allied health
- Nursing
- Medical professions

## Course Structure

| Unit 1                                   | Unit 2                                           | Unit 3                                     | Unit 4                                                    |
|------------------------------------------|--------------------------------------------------|--------------------------------------------|-----------------------------------------------------------|
| Resilience as a personal health resource | Peers and family as resources for healthy living | Community as a resource for healthy living | Respectful relationships in the post schooling transition |

## Summative Assessments

| Unit 3                                                                          | Unit 4                                                                       |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 25%<br>• Action research – report        | Summative internal assessment 3 (IA3): 25%<br>• Investigation                |
| Summative internal assessment 2 (IA2): 25%<br>• Examination – extended response | Summative external assessment (EA): 25%<br>• Examination – extended response |

# ANCIENT HISTORY

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past.

This subject illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness.

A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

## Objectives

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

- Devise historical questions and conduct research.
- Comprehend terms, concepts and issues.
- Analyse evidence from historical sources.
- Evaluate evidence from historical sources.
- Synthesise evidence from historical sources.
- Communicate to suit purpose.

## Pathways

- Journalism
- Law
- Policy Analyst
- Genealogist
- Historical Consultant for media
- Archivist
- Historian

## Course Structure

Two topics are studied in each unit, selected by the teacher to allow students to gain a breadth and depth of knowledge on the ancient world. The only exception is Unit 4 Topic 2, which is selected by the QCAA for external examination.

| Unit 1                                                                                                                                                                                                                                                                                                                                                                                                               | Unit 2                                                                                                                                                                                                                                                                                                                                                                                               | Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Investigating the Ancient World <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient societies:</li> <li>• beliefs, rituals and funerary practices</li> <li>• the family</li> <li>• lives of women</li> <li>• slavery</li> <li>• art and/or architecture</li> <li>• weapons and warfare</li> <li>• technology and engineering</li> <li>• entertainment and leisure</li> </ul> | Personalities in their times <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din • Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> </ul> | Reconstructing the Ancient World <ul style="list-style-type: none"> <li>• Thebes — East and West, from the 18th to the 20th Dynasty</li> <li>• The Bronze Age Aegean</li> <li>• Persia from Cyrus II to Darius III</li> <li>• Fifth Century Athens (BCE)</li> <li>• Macedonian Empire from Philip II to Alexander III</li> <li>• Rome during the Republic</li> <li>• Early Imperial Rome from Augustus to Nero</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The Celts and/or Roman Britain</li> <li>• Classical Japan until the end of the Heian Period</li> </ul> | People, power and authority <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Carthage and/or Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> <li>• Ancient Rome — the Augustan Age</li> <li>• Ancient Rome — Imperial Rome until the fall of the Western Roman Empire</li> <li>• Ancient Rome — the Byzantine Empire</li> </ul> |

## Summative Assessments

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

# BUSINESS

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of Business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information.

Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

## Objectives

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

- Describe business situations and environments
- Explain business concepts and strategies
- Analyse and interpret business situations
- Evaluate business strategies
- Create responses that communicate meaning

## Pathways

- Business analytics
- Business administration
- Customer service
- Marketing
- Finance
- Human Resources
- Tourism/Hospitality
- Logistics

## Course Structure

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

## Summative Assessments

| Unit 3                                                                                                                            | Unit 4                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> | Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> <li>• Feasibility report</li> </ul>    |
| Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> <li>• Business report</li> </ul>                    | External assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> |

# GEOGRAPHY

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

## Objectives

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

- Explain geographical processes.
- Comprehend geographic patterns.
- Analyse geographical data and information.
- Apply geographical understanding.
- Propose action.
- Communicate geographical understanding using appropriate forms of geographical communication.

## Pathways

- Urban Planning
- Coastal Management
- Meteorologist
- GIS Analyst
- Surveyor
- Demographer
- Logistics
- Tourism

## Course Structure

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

## Summative Assessments

| Unit 3                                                                                                                            | Unit 4                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> | Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> <li>• Data Report</li> </ul>                     |
| Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> <li>• Field Report</li> </ul>                       | Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> |

# MODERN HISTORY

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.

## Objectives

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

- Devise historical questions and conduct research.
- Comprehend terms, concepts and issues.
- Analyse evidence from historical sources.
- Evaluate evidence from historical sources.
- Synthesise evidence from historical sources.
- Communicate to suit purpose.

## Pathways

- Journalism
- Law
- Policy Analyst
- Genealogist
- Historical Consultant for media
- Archivist
- Historian

## Course Structure

Two topics are studied in each unit, selected by the teacher to allow students to gain a breadth and depth of knowledge on the ancient world. The only exception is Unit 4 Topic 2, which is selected by the QCAA for external examination.

| Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ideas in the Modern World <ul style="list-style-type: none"> <li>• Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins)</li> <li>• Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)</li> <li>• American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)</li> <li>• French Revolution, 1789–1799 (Estates General meets – New Consulate established)</li> <li>• Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)</li> <li>• Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)</li> </ul> | Movements in the Modern World <ul style="list-style-type: none"> <li>• Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)</li> <li>• Women's movement since 1893 (Women's suffrage in New Zealand becomes law)</li> <li>• May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins)</li> <li>• Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)</li> <li>• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)</li> </ul> | National experiences in the Modern World <ul style="list-style-type: none"> <li>• United Kingdom since 1901 (Edwardian Era begins)</li> <li>• France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end)</li> <li>• Germany since 1914 (World War I begins)</li> <li>• United States of America, 1917–1945 (entry into World War I – World War II ends)</li> <li>• Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)</li> <li>• Japan since 1931 (invasion of Manchuria begins)</li> <li>• China since 1931 (invasion of Manchuria begins)</li> <li>• India since 1947 (Indian Independence Act of 1947 becomes law)</li> <li>• South Korea since 1948 (Republic of Korea begins).</li> </ul> | International experiences in the Modern World <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945 (World War II in the Pacific ends)</li> <li>• Mass migrations since 1848 (California Gold Rush begins)</li> <li>• Information Age since 1936 (On Computable Numbers published)</li> <li>• Genocides and ethnic cleansings since the 1930s (Holocaust begins)</li> <li>• Nuclear Age since 1945 (first atomic bomb detonated)</li> <li>• Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).</li> </ul> |

## Summative Assessments

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

# LEGAL STUDIES

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

## 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 to suit the intended purpose.

## Pathways

- Border Protection
- State or Federal Police
- Court Administration
- Law
- Journalism
- Compliance or Human Resources
- Criminologist

## Course Structure

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

## Summative Assessments

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

# PHILOSOPHY & REASON

Philosophy & Reason is the study of fundamental questions about the nature of reality, knowledge, values and human existence. Students engage with philosophical problems and concepts drawn from key branches of philosophy, including epistemology, metaphysics, ethics and logic. Through inquiry-based learning, students examine how philosophical ideas arise, how they are refined through reasoned argument, and how they shape understandings of the self, others and the world.

This subject develops students' capacity to think critically, analytically and reflectively by evaluating arguments, identifying assumptions, and using sound reasoning to justify conclusions. Philosophy & Reason highlights the role of rational inquiry and ethical decision-making in personal, social and civic life, showing how philosophical thinking underpins contemporary issues, debates and disciplines. Students explore diverse philosophical perspectives and traditions, gaining insight into how ideas evolve and remain relevant across time and cultures. Studying Philosophy & Reason provides students with opportunities to cultivate intellectual curiosity, open-mindedness and reasoned judgement. By learning to question, clarify and justify ideas, students develop the skills and dispositions necessary for informed participation in society and for lifelong learning in an increasingly complex world.

## Objectives

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

- Explain concepts, methods, principles and theories.
- Interpret and analyse arguments, ideas and information.
- Organise and synthesise ideas and information to construct arguments.
- Evaluate claims and arguments inherent in theories and views.
- Create responses that communicate meaning to suit purpose.

## Pathways

- Business
- Defence
- Education
- Ethics
- Health Sciences
- Journalism
- Law
- Politics
- Psychology
- Research

## Course Structure

| Unit 1                                                                                                                                                                 | Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Unit 3                                                                                                                                                                                                                                                                                                                                                                        | Unit 4                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fundamentals of Reason</b><br><b>Topic 1: Fundamentals of reason</b><br>Examine types of reasoning and identify problems when analysing and constructing arguments. | <b>Reason in Philosophy</b><br><b>Topic 1: Philosophy of Religion:</b><br>Explore and demonstrate how the fundamentals of reason are used to engage with religious conceptions of God and morality.<br><b>Topic 2: Philosophy of Science</b><br>Explore and demonstrate how the fundamentals of reason are used within science to create new knowledge.<br><b>Topic 3: Philosophy of mind.</b><br>Explore and demonstrate how the fundamentals of reason are used within the philosophical inquiry into the nature of mind. | <b>Moral Philosophy and Schools of Thought</b><br><b>Topic 1: Moral Philosophy:</b><br>Study philosophical theories and concepts regarding rightness, duty, freedom and virtue is vital if such a discussion is to be informed, rational and convincing.<br><b>Topic 2: Philosophical School of Thought</b><br>Study the philosophical ideas of a selected school of thought. | <b>Social and Political Philosophy</b><br><b>Topic 1: Rights</b><br>Explore how rights can be understood, drawing on a range of associated social and political ideas and philosophers.<br><b>Topic 2: Political Philosophy</b><br>Investigate how best to arrange our collective life; analyse political institutions, economic systems and social practices. |

## Summative Assessments

| Unit 3                                                                          | Unit 4                                                                       |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 25%<br>• Examination — extended response | Summative internal assessment 3 (IA3): 25%<br>• Analytical essay             |
| Summative internal assessment 2 (IA2): 25%<br>• Analytical essay                | Summative external assessment (EA): 25%<br>• Examination — extended response |

# ESSENTIAL MATHEMATICS

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations, and relations.

They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## Objectives

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

## Pathways

- Trade
- Industry
- Business
- Community service

## Course Structure

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

## Summative Assessments

| Unit 3                                                                         | Unit 4                                                                         |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1):<br>• Problem solving and modelling task | Summative internal assessment 3 (IA3):<br>• Problem solving and modelling task |
| Summative internal assessment 2 (IA2):<br>• Common Internal Assessment         | Summative internal assessment (IA4):<br>• Examination - short response         |

# GENERAL MATHEMATICS

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.

Learning reinforces prior knowledge and further develops 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.

It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities, and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

## Objectives

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

## Pathways

- Medicine
- Forensics
- Veterinary
- Food Sciences
- Marine Science
- Agricultural
- Biotechnology
- Environmental rehabilitation
- Biosecurity
- Quarantine
- Conservation and sustainability

## Course Structure

| Unit 1                                                                                                                                                                                                                                                                                                 | Unit 2                                                                                                                                                                                                                                                                                                                                                                              | Unit 3                                                                                                                                                                                                                                                                                                                                                   | Unit 4                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Money, measurement, algebra and linear equations <ul style="list-style-type: none"> <li>• Topic 1: Consumer arithmetic</li> <li>• Topic 2: Shape and measurement</li> <li>• Topic 3: Similarity and scale</li> <li>• Topic 4: Algebra</li> <li>• Topic 5: Linear equations and their graphs</li> </ul> | Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> <li>• Topic 1: Applications of linear equations and their graphs</li> <li>• Topic 2: Applications of trigonometry</li> <li>• Topic 3: Matrices</li> <li>• Topic 4: Univariate data analysis 1</li> <li>• Topic 5: Univariate data analysis 2</li> </ul> | Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> <li>• Topic 1: Bivariate data analysis 1</li> <li>• Topic 2: Bivariate data analysis 2</li> <li>• Topic 3: Time series analysis</li> <li>• Topic 4: Growth and decay in sequences</li> <li>• Topic 5: Earth geometry and time zones.</li> </ul> | Investing and networking <ul style="list-style-type: none"> <li>• Topic 1: Loans, investments and annuities 1</li> <li>• Topic 2: Loans, investments and annuities 2</li> <li>• Topic 3: Graphs and networks</li> <li>• Topic 4: Networks and decision mathematics 1</li> <li>• Topic 5: Networks and decision mathematics 2</li> </ul> |

## Summative Assessments

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

# MATHEMATICAL METHODS

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

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. Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

## Objectives

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

## Pathways

- Natural and physical sciences
- Mathematics and science education
- Medical and health sciences
- Engineering
- Computer science
- Business

## Course Structure

| Unit 1                                                                                                                                                                                                                                                                                                                  | Unit 2                                                                                                                                                                                                                                                                                                                                     | Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                   | Unit 4                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Surds, algebra, functions and probability <ul style="list-style-type: none"> <li>• Topic 1: Surds and quadratic functions</li> <li>• Topic 2: Binomial expansion and cubic functions</li> <li>• Topic 3: Functions and relations</li> <li>• Topic 4: Trigonometric functions</li> <li>• Topic 5: Probability</li> </ul> | Calculus and further functions <ul style="list-style-type: none"> <li>• Topic 1: Exponential functions</li> <li>• Topic 2: Logarithms and logarithmic functions</li> <li>• Topic 3: Introduction to differential calculus</li> <li>• Topic 4: Applications of differential calculus</li> <li>• Topic 5: Further differentiation</li> </ul> | Further calculus and introduction to statistics <ul style="list-style-type: none"> <li>• Topic 1: Differentiation of exponential and logarithmic functions</li> <li>• Topic 2: Differentiation of trigonometric functions and differentiation rules</li> <li>• Topic 3: Further applications of differentiation</li> <li>• Topic 4: Introduction to integration</li> <li>• Topic 5: Discrete random variables</li> </ul> | Further calculus, trigonometry and statistics <ul style="list-style-type: none"> <li>• Topic 1: Further integration</li> <li>• Topic 2: Trigonometry</li> <li>• Topic 3: Continuous random variables and the normal distribution</li> <li>• Topic 4: Sampling and proportions</li> <li>• Topic 5: Interval estimates for proportions</li> </ul> |

## Summative Assessments

| Unit 3                                                                           | Unit 4                                                                       |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 20%<br>Problem-solving and modelling task |                                                                              |
| Summative internal assessment 2 (IA2): 15%<br>• Examination - short response     | Summative internal assessment 3 (IA3): 15%<br>• Examination — short response |
| Summative external assessment (EA): 50%<br>• Examination — combination response  |                                                                              |

# SPECIALIST MATHEMATICS

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students to 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.

Topics 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. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

## Objectives

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

## Pathways

- Sciences
- Mathematics and statistics
- Medical and health sciences
- Engineering
- Computer science
- Business
- Finance and economics

## Course Structure

| Unit 1                                                                                                                                                                                                                                                                                         | Unit 2                                                                                                                                                                                                                                                                                                                                                       | Unit 3                                                                                                                                                                                                                                                                                                                                         | Unit 4                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> <li>• Topic 1: Combinatorics</li> <li>• Topic 2: Introduction to proof</li> <li>• Topic 3: Vectors in the plane</li> <li>• Topic 4: Algebra of vectors in two dimensions</li> <li>• Topic 5: Matrices</li> </ul> | Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> <li>• Topic 1: Complex numbers</li> <li>• Topic 2: Complex arithmetic and algebra</li> <li>• Topic 3: Circle and geometric proofs.</li> <li>• Topic 4: Trigonometry and functions</li> <li>• Topic 5: Matrices and transformations</li> </ul> | Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> <li>• Topic 1: Further complex numbers</li> <li>• Topic 2: Mathematical induction and trigonometric proofs</li> <li>• Topic 3: Vectors in two and three dimensions</li> <li>• Topic 4: Vector calculus</li> <li>• Topic 5: Further matrices</li> </ul> | Further calculus and statistical inference <ul style="list-style-type: none"> <li>• Topic 1: Integration techniques</li> <li>• Topic 2: Applications of integral calculus</li> <li>• Topic 3: Rates of change and differential equations</li> <li>• Topic 4: Modelling motion</li> <li>• Topic 5: Statistical inference</li> </ul> |

## Summative Assessments

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

## SHORT COURSE NUMERACY

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. 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.

Topics 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.

### Objectives

The syllabus objectives outline what students have the opportunity to learn.

- Identify and interpret mathematical information: When students identify and interpret mathematical information, they extract the mathematics embedded in a contextualised task and recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques, and algorithms.
- Use and apply mathematical knowledge: When students use and apply mathematical knowledge, they process problems, putting into effect relevant concepts, rules, definitions, techniques, and algorithms. They perform calculations with technology.
- Communicate and represent mathematical knowledge: When students communicate and represent mathematical knowledge, they use mathematical language (terminology, symbols, conventions, and representations) and everyday language. They organise and present information in graphic and symbolic form. They represent the results and outcomes of mathematical processes.

### 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.

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

### Course Structure

| Topic 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Topic 2                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Personal identity and community</p> <p>In Topic 1, students develop the numeracy skills selected by their teacher through activities that relate to expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.</p> <p>Students use mathematics to make sense of the world and learn to apply mathematics in a context for a social purpose. They learn to apply numeracy skills and mathematics in structured learning situations, whether learning towards a formal qualification, learning within a community based program, or formal or informal on-the-job learning and training.</p> | <p>Workplace and employment</p> <p>In Topic 2, students develop the numeracy skills selected by their teacher through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.</p> <p>They use mathematics to deal with situations in the work environment that involve the use and application of a range of mathematical skills and knowledge.</p> |

### 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) |

# RELIGION & ETHICS

Religion and Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. Religion and Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues.

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

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

## Objectives

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

- Explain religious, spiritual and ethical principles and practices
- Examine religious, spiritual and ethical information
- Apply religious, spiritual and ethical knowledge
- Communicate responses
- Evaluate projects

## Pathways

- Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

## Course Structure

| Unit 1                             | Unit 2              | Unit 3         | Unit 4         |
|------------------------------------|---------------------|----------------|----------------|
| World Religions and Spiritualities | Australian Identity | Sacred Stories | Social Justice |

## Summative Assessments

| Unit 3                                                                                                                                                                           | Unit 4                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sacred Stories Investigation (IA1):<br>• Students investigate sacred stories, research and create their own sacred story                                                         | Extended Response (IA3):<br>• Students write a feature article on teaching the world on justice using the See, Judge, Act framework.                                                                          |
| Sacred Stories Project (IA2):<br>• Students re-write a biblical story suited to a Year 1 audience. Students will visit the Primary School and show their stories to the Year 1s. | Social Justice Action Plan (IA4):<br>• Students create a multimodal presentation on finding a human dignity issue that is being denied in the local community and the actions that can support those in need. |

## RELIGION, MEANING AND LIFE

The Religion Meaning and Life course is a non-accredited program designed for Year 11 and 12 students within the Archdiocese of Brisbane. It builds on the Religious Education Curriculum from the Archdiocese of Brisbane P-12 and includes four units of work, with two units per year. Each unit comprises two topics, with 25 hours dedicated to each topic.

This course aims to engage students with contemporary life in a systematic and challenging way, helping them navigate the complexities and dilemmas of modern life. It emphasises critical thinking skills and invites students to explore the mystery of human existence through the lens of the Catholic Christian Tradition and other religious traditions. The course also includes opportunities for personal responses to key religious ideas, dialogue, and evaluation of secular perspectives.

By participating in this course, students will develop a deeper understanding of religious concepts and their relevance to modern life, fostering a well-rounded perspective that integrates faith and reason. The course encourages active participation and thoughtful reflection, making it an enriching addition to the students' educational journey.

Please note that this course does not qualify for QCE points and is only available to students via discussion with their SET plan mentor.

This course may run off-line; meaning it will be timetabled out of school time and run in-person by a teacher.

### Objectives

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

- Identify religions and other belief systems are diverse and internally pluralistic
- Demonstrate post-critical understanding of religious ideas and recontextualising meaning
- Understand that meaning can shift through life's purpose
- Reflect on and evaluate diverse hermeneutic viewpoints
- Apply learning through Service-Learning, Experiential Learning and Reflective Practice

### Pathways

- Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings

### Course Structure

| Unit 1                                     | Unit 2                     | Unit 3                     | Unit 4                                                                     |
|--------------------------------------------|----------------------------|----------------------------|----------------------------------------------------------------------------|
| The Spiritual and Sacred Dimension to Life | Holy Words, Sacred Stories | The Implications of Belief | Church: Learning from the past, living in the present, creating the future |

### Assessments

Assessment pieces are a culmination of work through the 25 hours of the Units. This will include time in service and/or some form of volunteering along with curriculum work.

# STUDY OF RELIGION

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.

## Objectives

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

- Explain features and expressions of religious traditions
- Analyse perspectives about religion expression
- Evaluate the significance and influence of religion
- Communicate to suit purpose

## Pathways

- Anthropology
- The Arts
- Education
- Journalism
- Politics
- Psychology
- Religious studies
- Sociology
- Social work

## Course Structure

| Unit 1                                                                                                                                   | Unit 2                                                                                                                   | Unit 3                                                                                                        | Unit 4                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Religion Meaning and Purpose <ul style="list-style-type: none"> <li>• Nature and purpose of religions</li> <li>• Sacred Texts</li> </ul> | Religion and Ritual <ul style="list-style-type: none"> <li>• Lifecycle rituals</li> <li>• Calendrical rituals</li> </ul> | Religious Ethics <ul style="list-style-type: none"> <li>• Social ethics</li> <li>• Personal ethics</li> </ul> | Religion, Rights and Relationships <ul style="list-style-type: none"> <li>• Religion and the nation-state</li> <li>• Human existence and rights</li> </ul> |

## Summative Assessments

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

# BIOLOGY

Biology offers students the opportunity to explore living systems and gain a deeper understanding of life at all levels. In Unit 1, students examine cells and the structure and function of multicellular organisms. Unit 2 focuses on how organisms maintain a stable internal environment. In Unit 3, students investigate biodiversity and the interconnectedness of life on Earth. These concepts are brought together in Unit 4, which explores heredity and the continuity of life through generations. The course fosters a sense of wonder about the natural world and encourages respect for all living things and the environment.

Students develop a solid understanding of how biological systems interact, the flow of energy and matter through these systems, and the processes that sustain and change them over time. They explore how biological knowledge has evolved and continues to shape society at local, regional, and global levels. Biology also equips students with practical scientific skills, including planning and conducting investigations, analysing qualitative and quantitative data, and interpreting evidence. Through this, students build the ability to evaluate claims, think critically, and apply biological knowledge to contemporary issues using evidence-based reasoning.

## Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

## Pathways

- Medicine
- Forensics
- Veterinary
- Food Sciences
- Marine Science
- Agricultural
- Biotechnology
- Environmental rehabilitation
- Biosecurity
- Quarantine
- Conservation and sustainability

## Course Structure

| Unit 1                                                                                                                                                                                                                     | Unit 2                                                                                                                                                                                     | Unit 3                                                                                                                                                                                       | Unit 4                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Cells and multicellular organisms <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Exchange of nutrients and wastes</li> <li>• Cellular energy, gas exchange and plant physiology</li> </ul> | Maintaining the internal environment <ul style="list-style-type: none"> <li>• Homeostasis – thermoregulation and osmoregulation</li> <li>• Infectious diseases and epidemiology</li> </ul> | Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> <li>• Describing biodiversity and populations</li> <li>• Functioning ecosystems and succession</li> </ul> | Heredity and continuity of life <ul style="list-style-type: none"> <li>• Genetics and heredity</li> <li>• Continuity of life on Earth</li> </ul> |

## Summative Assessments

| Unit 3                                                                                                                       | Unit 4                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"><li>• Data Test</li></ul>                       | Summative internal assessment 3 (IA3): 20% <ul style="list-style-type: none"><li>• Research investigation</li></ul> |
| Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"><li>• Student experiment</li></ul>              |                                                                                                                     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> |                                                                                                                     |

# CHEMISTRY

Chemistry is the study of materials, their properties, and structure. In Unit 1, students explore atomic theory, chemical bonding, and the structure and properties of elements and compounds. Unit 2 covers intermolecular forces, gases, aqueous solutions, acidity, and reaction rates. In Unit 3, equilibrium processes and redox reactions are examined. Unit 4 focuses on organic chemistry, synthesis, and design, investigating the properties and reactions of different classes of organic compounds.

The study of Chemistry aims to spark students' interest and appreciation for the subject by showing its role in explaining natural phenomena and solving real-world problems. It fosters an understanding of theories and models used to describe and predict chemical systems, as well as the factors that influence and control these systems to produce desired outcomes.

Chemistry also emphasizes its nature as an experimental science, developed through individual and collaborative research, with broad societal impacts. Students develop skills in conducting investigations, analyzing qualitative and quantitative data, and interpreting evidence. They learn to evaluate scientific arguments, draw ethical and informed conclusions, and communicate their findings effectively using appropriate representations, language, and nomenclature.

## Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

## Pathways

- Medicine
- Forensics
- Environmental Science
- Pharmacy
- Sport Science

## Course Structure

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

## Summative Assessments

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

# PHYSICS

Physics offers students the chance to explore both classical and modern understandings of the universe. In Unit 1, students examine thermodynamics, electricity, and nuclear processes. Unit 2 focuses on linear motion and wave phenomena. Unit 3 explores gravitational and electromagnetic fields, while Unit 4 introduces counterintuitive yet foundational concepts in modern physics. Throughout these units, students gain valuable investigative skills such as designing and conducting experiments, analysing data, and interpreting evidence.

The subject fosters an appreciation for the role of physics in society and encourages critical thinking and evidence-based decision-making. Students learn how scientific models and theories are developed, refined, and applied to explain a range of natural phenomena, from everyday occurrences to complex global issues. Physics education emphasizes the importance of precise measurement, valid evidence, and scientific scepticism, while also building the ability to communicate findings effectively. By studying physics, students become informed citizens with a deeper understanding of how matter and energy interact across scales, and how this knowledge informs technological advances and responses to global challenges.

## Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

## Pathways

- Engineering
- Medicine
- Technology

## Course Structure

| Unit 1                                                                                                                                                                                           | Unit 2                                                                                                               | Unit 3                                                                                                                          | Unit 4                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thermal, nuclear, and electrical physics <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuit</li> </ul> | Linear motion and waves <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul> | Gravity and electromagnetism <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul> | Revolutions in modern physics <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul> |

## Assessments

| Unit 3                                                                                                                       | Unit 4                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"><li>• Data Test</li></ul>                       | Summative internal assessment 3 (IA3): 20% <ul style="list-style-type: none"><li>• Research investigation</li></ul> |
| Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"><li>• Student experiment</li></ul>              |                                                                                                                     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> |                                                                                                                     |

# PSYCHOLOGY

Psychology offers students the opportunity to explore behaviours and underlying cognitive processes through both theoretical and practical approaches. In Unit 1, students investigate individual development by examining brain function, cognitive development, consciousness, and sleep. Unit 2 focuses on understanding intelligence, the diagnosis and classification of psychological disorders, treatment options, and the roles of emotion and motivation in behaviour. Unit 3 shifts attention to the processes of thinking, including perception, memory, and learning, and how these are influenced by brain function. In Unit 4, students explore how others influence individual behaviour through theories of social psychology, interpersonal relationships, attitudes, and cross-cultural perspectives.

Across all units, students develop an appreciation for the complexity of human behaviour, influenced by multiple interacting processes. They gain insight into how psychological knowledge evolves and is applied in diverse social, cultural, and ethical contexts. Students also build skills in conducting research through fieldwork and laboratory investigations, interpreting both qualitative and quantitative data. Critical thinking is fostered as they evaluate psychological claims and theories based on evidence. Effective communication is emphasised through the use of appropriate language, formats, and representations to express psychological understandings, arguments, and conclusions.

## Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

## Pathways

- Psychology Sales
- Human resourcing
- Training
- Social work
- Health
- Law
- Business
- Marketing
- Education

## Course Structure

| Unit 1                                                                                                                                                                          | Unit 2                                                                                                                                                                                         | Unit 3                                                                                                                                                           | Unit 4                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual development <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul> | Individual behaviour <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul> | Individual thinking <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul> | The influence of others <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul> |

## Summative Assessments

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

# SCIENCE IN PRACTICE

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

## Objectives

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

- Describe ideas and findings
- Execute procedures
- Analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigations and projects

## Pathways

- Animal welfare
- Food technology
- Forensics
- Health and medicine
- Recreation and tourism
- Research
- Pharmaceuticals

## Course Structure

| Unit 1                                                                                                                                                                                                                                                                                                                                                                                                          | Unit 2                                                                                                                                                                                                                                             | Unit 3                                                                                                                                                                                                                                                                                       | Unit 4                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consumer Science</b><br>Students develop an understanding of the role and impact of biology and chemistry in the development, use and disposal of products. They learn about microbes in food, including types of microorganisms and the environmental conditions that affect their growth. They plan modifications of environmental conditions to comment on the changes to food preservation and spoilage. | <b>Disease</b><br>Students explain why the numbers of people being diagnosed with diseases are increasing. They explore disease types and causes. Students learn that scientific advances can provide solutions to health and lifestyle challenges | <b>Ecology</b><br>Students examine the ecology of a selected species or group of organisms and their interactions with their environments. Students test and determine factors in the ecosystem through water management. Students plan a field trip and collect, analyse and interpret data | <b>Forensic Science</b><br>Students explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing. Students collect, preserve and analyse evidence. They develop skills in observation, planning, data collection and data analysis of simulated crime scenes. |

## Assessments

| Unit 3                                                            | Unit 4                                                            |
|-------------------------------------------------------------------|-------------------------------------------------------------------|
| Summative internal assessment 1 (IA1):<br>• Applied Investigation | Summative internal assessment 3 (IA3):<br>• Applied Investigation |
| Summative internal assessment 2 (IA2):<br>• Practical Project     | Summative internal assessment 4 (IA4):<br>• Practical Project     |

# ARTS IN PRACTICE

Arts in Practice embraces studies across 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.

In Arts in Practice, students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

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

## Objectives

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

- Use arts practices.
- Plan arts work.
- Communicate ideas.
- Evaluate arts works.

## Pathways

- Creative Industries
- Arts administration
- Marketing and advertising
- Social media
- Communication
- Design
- Film and television
- Public relations

## Course Structure

| Unit 1                                                                                                                                        | Unit 2                                                                                                                                                                                    | Unit 3                                                                                                                                  | Unit 4                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Celebrate</b><br>Students consider cultural perspectives and identities to create and present arts works that respond to community events. | <b>Clients</b><br>Students engage with clients in the local community and aspirational arts opportunities to create and present arts works in response to conditions set by stakeholders. | <b>Issues</b><br>Students respond to current issues to create and present arts works that comment on an issue for a specified audience. | <b>Showcase</b><br>Students respond to the works of professional artists to generate and present their own arts works that reflect their artistic identity. |

## Summative Assessments

| Unit 3                                                             | Unit 4                                                             |
|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Summative internal assessment 1 (IA1):<br>• Project                | Summative internal assessment 3 (IA3):<br>• Project                |
| Summative internal assessment 2 (IA2):<br>• Product or Performance | Summative internal assessment 4 (IA4):<br>• Product or Performance |

# DRAMA

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

## Objectives

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

- Demonstrate skills of drama
- Apply literacy skills
- Interpret purpose, context and text
- Manipulate dramatic languages
- Analyse dramatic languages
- Evaluate dramatic languages

## Pathways

- Creative industries
- Communication
- Education
- Arts administration and management
- Public relations
- Research and technology
- Communication

## Course Structure

| Unit 1                                                                                                                                                                                                                                                                                                                                          | Unit 2                                                                                                                                                                                                                                                                                                               | Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                              | Unit 4                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Share</b><br>How does drama promote shared understandings of the human experience?<br>• Students explore the importance of drama to tell stories and share understandings of the human experience in a range of cultures.<br>• Focus: Cultural inheritances of storytelling, oral history and emerging practices, linear and nonlinear forms | <b>Reflect</b><br>How is drama shaped to reflect lived experience?<br>• Students explore the power of drama to reflect lived experience that embraces notions of truth and authenticity in performance.<br>• Focus: Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts | <b>Challenge</b><br>How can we use drama to challenge our understanding of humanity?<br>• Students explore how drama can be used to challenge our understanding of humanity over time. They investigate dramatic styles that are united by social commentary, and that question their world and advocate change.<br>• Focus: Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts | <b>Transform</b><br>How can you transform dramatic practice?<br>• Students explore inherited theatrical traditions and key dramatic works of the past as a springboard for developing their own artistic statement.<br>• Focus: Contemporary performance associated conventions of styles and texts inherited texts as stimulus |

## Assessments

| Unit 3                                                                                                                    | Unit 4                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"><li>• Performance</li></ul>                  | Summative internal assessment 3 (IA3): 35% <ul style="list-style-type: none"><li>• Practice-led Project</li></ul> |
| Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"><li>• Dramatic Concept</li></ul>             |                                                                                                                   |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination - Extended Response</li></ul> |                                                                                                                   |

# FILM, TELEVISION AND NEW MEDIA

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional, and creative potential of moving-image media in a diverse range of global contexts.

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions, and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television, and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts.

## Objectives

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

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

## Pathways

- Creative industries
- Film and television
- Advertising
- Social media
- Design
- Education
- Arts administration
- Public relations
- Communication

## Course Structure

| Unit 1                                                                                                                                                                                                                                                                                                      | Unit 2                                                                                                                                                                                                                                                                        | Unit 3                                                                                                                                                                                                                                                                                                                                                                            | Unit 4                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundation</b> <ul style="list-style-type: none"> <li>• Students develop their understanding of the foundational concepts and processes used in Film, Television &amp; New Media by learning to use available technologies to select, construct, manipulate and structure moving-image media.</li> </ul> | <b>Stories</b> <ul style="list-style-type: none"> <li>• Students investigate the ways in which story takes different forms in different contexts across moving-image media platforms. They focus on how representations and languages engage audiences in stories.</li> </ul> | <b>Participation</b> <ul style="list-style-type: none"> <li>• Students explore how audiences participate with moving-image media across multiple platforms. They investigate how technologies and institutions benefit and limit audience participation, considering the social, cultural, political, economic, and institutional factors that influence participation</li> </ul> | <b>Artistry</b> <ul style="list-style-type: none"> <li>• Students will use moving-image media technologies, representations, and languages to express, explore and question their artistic identity.</li> </ul> |

## Summative Assessments

| Unit 3                                                                                                                      | Unit 4                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 15% <ul style="list-style-type: none"><li>• Case Study Investigation</li></ul>       | Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"><li>• Stylistic Production</li></ul> |
| Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"><li>• Multi-platform content project</li></ul> |                                                                                                                   |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>   |                                                                                                                   |

# MUSIC

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political, and educational roles.

The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. 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.

## Objectives

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

- demonstrate technical skills.
- Use music elements and concepts
- Analyse music.
- Apply compositional devices.
- Apply literacy skills.
- Interpret music elements and concepts.
- Evaluate music.
- Realise music ideas.
- Resolve music ideas.

## Pathways

- Creative Industries
- Film and Television
- Advertising
- Sound Design
- Education
- Communication
- Arts administration
- Public relations
- Science and technology

## Course Structure

| Unit 1                                                                                                                                                                                                                                                                                                                              | Unit 2                                                                                                                                                                                                                                                                                                                                                                 | Unit 3                                                                                                                                                                                                                                                                                                                                        | Unit 4                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Designs</b><br>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?<br>• Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed | <b>Identities</b><br>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?<br>• Students make and respond to music that expresses cultural, political, and social identities in both local and global contexts. | <b>Innovations</b><br>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?<br>• Students make and respond to music that demonstrates innovative use of music elements and concepts, and compositional devices, and learn about how these ideas are used to communicate new meanings. | <b>Narratives</b><br>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?<br>• Students focus on their emerging voice and style through making and responding to music. They understand that music elements and concepts, and compositional devices can be manipulated to expressively communicate narrative. |

## Assessments

| Unit 3                                                                                                                    | Unit 4                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"><li>• Performance</li></ul>                  | Summative internal assessment 3 (IA3): 35% <ul style="list-style-type: none"><li>• Project</li></ul> |
| Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"><li>• Composition</li></ul>                  |                                                                                                      |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> |                                                                                                      |

# VISUAL ART

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies, and processes. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting, and resolving. Through making and responding, resolution and display of artworks, students 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.

## 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 influences.
- Justify viewpoints.
- Experiment in response to stimulus.
- Create visual responses using knowledge and understanding of art media.
- Realise responses to communicate meaning.

## Pathways

- Creative Industries
- Craft
- Design
- Information technologies
- Communication
- Advertising
- Education
- Galleries and museums
- Film and television
- Public relations

## Course Structure

| Unit 1                                                                                                                                                                                                                                            | Unit 2                                                                                                                                                                                                                                                               | Unit 3                                                                                                                                                                                                                                                                                  | Unit 4                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art as Lens</b><br>Students look at their material world through applying different lenses or viewpoints. <ul style="list-style-type: none"> <li>• Focus: people, place, and objects</li> <li>• Contexts: Personal and contemporary</li> </ul> | <b>Art as Code</b><br>Students explore the concept of art as a coded visual language that can express complex ideas. <ul style="list-style-type: none"> <li>• Focus: codes, symbols, signs, and art conventions.</li> <li>• Contexts: formal and cultural</li> </ul> | <b>Art as Knowledge</b><br>Students employ new knowledge inspired by their personal interests, beliefs, and observations of the world. <ul style="list-style-type: none"> <li>• Focus: student directed</li> <li>• Contexts: contemporary, personal, cultural and/or formal.</li> </ul> | <b>Art as Alternate</b><br>Students challenge their approaches to identify alternatives and opportunities for innovation. <ul style="list-style-type: none"> <li>• Focus: student directed</li> <li>• Contexts: contemporary, personal, cultural and/or formal.</li> </ul> |

## Summative Assessments

| Unit 3                                                                          | Unit 4                                                                    |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Summative internal assessment 1 (IA1): 20%<br>• Inquiry Phase 1 – Investigation | Summative internal assessment 3 (IA3): 30%<br>• Inquiry Phase 3 – Project |
| Summative internal assessment 2 (IA2): 25%<br>• Inquiry Phase 2 – Project       |                                                                           |
| Summative external assessment (EA): 25%<br>• Examination — extended response    |                                                                           |

# BSB30120 CERTIFICATE III IN BUSINESS

Delivered in Conjunction with Binnacle Training RTO number: 31319

This qualification reflects the role of individuals in a variety of Business Services job roles. The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

Students will achieve skills in:

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

## What may students achieve?

By the conclusion of the course of study, students may achieve:

- BSB30120 Certificate III in Business
- Maximum of eight (8) credits towards a student's QCE
- Successful completion of the BSB30120 Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## Training Commencement Date and Duration

Term 1 2027 – Two years

## Training Delivery Location

On-site (College)

## Scheduling

The program will be scheduled into the College's regular timetable.

## Course Structure

| Code                                    | Title                                                |
|-----------------------------------------|------------------------------------------------------|
| BSBPEF201                               | Support personal wellbeing in the workplace          |
| BSBPEF301                               | Organise personal work priorities                    |
| FNSFLT311                               | Develop and apply knowledge of personal finances     |
| BSBWHS311                               | Assist with maintaining workplace safety             |
| BSBSUS211                               | Participate in sustainable work practices            |
| BSBXCM301                               | Engage in workplace communication                    |
| BSBTWK301                               | Use inclusive work practices                         |
| BSBXTW301                               | Work in a team                                       |
| BSBCRT311                               | Apply critical thinking skills in a team environment |
| BSBTEC301                               | Design and produce business documents                |
| BSBWRT311                               | Write simple documents                               |
| BSBTEC201                               | Use business software applications                   |
| BSBTEC203                               | Research using the internet                          |
| OPTIONAL ADDITIONAL UNITS OF COMPETENCY |                                                      |
| BSBCMM411                               | Make presentations                                   |
| BSBPEF402                               | Develop personal work priorities                     |

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)

## Fees

\$395.00 Binnacle Training Fees

## Work Placement requirements

Nil

## Pathways

- Use as an entry level qualification into the Business Services 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

## **Modes of Delivery**

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

## **Entry Requirements**

Students must obtain a Unique Student Identifier (USI) to enrol in this program and provide this to the RTO. For more information about the USI, visit <https://www.usi.gov.au/>

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

## **Product Disclosure Statement**

This document 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement [here](#).

## **Third Party Agreement**

The College has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

## **RTO Links**

[RTO's website](#)

[Student Handbook](#)

# SIS30321 CERTIFICATE III IN FITNESS

## INCLUDING SIS20122 CERTIFICATE II IN SPORT AND RECREATION

**Delivered in Conjunction with Binnacle Training RTO number: 31319**

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within the school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients.

### What may students achieve?

By the conclusion of the course of study, students may achieve:

- SIS20122 Certificate II in Sport and Recreation
- SIS30321 Certificate III in Fitness
- First Aid certificate and CPR certificate.
- Maximum of eight (8) credits towards a student's QCE
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

### Fees

\$495.00 Binnacle Training Fees

### Training Delivery Location

On-site (College)

### Scheduling

The program will be scheduled into the College's regular timetable.

### Work Placement requirements

Nil

### Training Commencement Date and Duration

Term 1 2027 – SIS20122 Certificate II in Sport and Recreation – 1 year

Upon successful completion of SIS20122 Certificate II in Sport and Recreation, students will commence SIS30321 Certificate III in Fitness in Term 1 2028 - 1 year.

### Pathways

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

### Course Structure

| Code       | Title                                                                       |
|------------|-----------------------------------------------------------------------------|
| HLTWHS001  | Participate in workplace health and safety                                  |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge                   |
| BSBSUS211  | Participate in sustainable work practices                                   |
| BSBPEF202  | Plan and apply time management                                              |
| SISSPAR009 | Participate in conditioning for sport                                       |
| SISXCCS004 | Provide quality service                                                     |
| SISXEMR003 | Respond to emergency situations                                             |
| HLTAID011  | Provide First Aid                                                           |
| SISOFLD001 | Assist in conducting recreation sessions                                    |
| SISXFAC006 | Maintain activity equipment                                                 |
| BSBPEF301  | Organise personal work priorities                                           |
| BSBOPS304  | Deliver and monitor a service to customers                                  |
| SISFFIT035 | Deliver and monitor a service to customers                                  |
| SISFFIT036 | Instruct group exercise sessions                                            |
| SISFFIT032 | Complete pre-exercise screening and service orientation                     |
| SISFFIT033 | Complete client fitness assessments                                         |
| SISFFIT052 | Provide healthy eating information                                          |
| SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients     |
| SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |

### How will the student 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

### Entry Requirements

Students must obtain a Unique Student Identifier (USI) to enrol in this program and provide this to the RTO. For more information about the USI, visit <https://www.usi.gov.au/>

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

### Product Disclosure Statement

This document 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement [here](#).

### Third Party Agreement

The College has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

### RTO Links

[RTO's website](#)

[Student Handbook](#)

# HLT33115 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

## INCLUDING HLT23221 CERTIFICATE II IN HEALTH SUPPORT SERVICES

### Delivered in Conjunction with Connect 'n' Grow RTO number: 40518

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.

### What may students achieve?

By the conclusion of the course of study, students may achieve:

- HLT23221 Certificate II in Health Support Services at the end of Year 11
- HLT33115 Certificate III in Health Services Assistance 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).

### Training Commencement Date and Duration

Term 1 2027 – HLT23221 Certificate II in Health Support Services – 1 year.

Upon successful completion of HLT23221 Certificate II in Health Support Services, students will commence HLT33115 Certificate III in Health Services Assistance in Term 1 2028 - 1 year.

### Fees

\$1198

The cost of this course is correct at the time of printing.

### Training Delivery Location

On-site (College)

### Scheduling

The program will be scheduled into the College's regular timetable.

### Work Placement requirements

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.

### Pathways

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor's degrees (Bachelor of Nursing)
- Entry level employment within the health industry.

### Course Structure Year 1 (Certificate II Units)

| 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 | Maintain stock inventory                                                  |
| CHCCCS010 | Maintain a high standard of service*                                      |
| CHCPRP005 | Engage with health professionals and the health system*                   |

\*units Credit Transferred from Cert II into the Cert III

## Course Structure - Year 2 (Certificate III Units)

| Code      | Title                                                            |
|-----------|------------------------------------------------------------------|
| HLTAAP001 | Recognise healthy body systems                                   |
| BSBMED301 | Interpret and apply medical terminology                          |
| HLTAID010 | Provide basic emergency life support                             |
| BSBWOR301 | Organise personal work priorities                                |
| HLTAID011 | Provide first aid                                                |
| HLTAID009 | Provide cardiopulmonary resuscitation                            |
| CHCINM002 | Meet community information needs                                 |
| CHCCCS009 | Facilitate responsible behaviour                                 |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |

### Modes of Delivery

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

### Entry Requirements

Students must obtain a Unique Student Identifier (USI) to enrol in this program and provide this to the RTO. For more information about the USI, visit <https://www.usi.gov.au/>

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

### 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.

### Third Party Agreement

The College has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Connect 'n' Grow.

### RTO Links

[RTO's website](#)

[Student Handbook](#)

# SIT30622 CERTIFICATE III IN HOSPITALITY

## INCLUDING SIT20322 CERTIFICATE II IN HOSPITALITY

Delivered in Conjunction with Training Direct Australia RTO number: 32355

SIT30622 Certificate III 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

- 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

### What may students achieve?

By the conclusion of the course of study, students may achieve:

- SIT20322 Certificate II in Hospitality
- SIT30622 Certificate III in Hospitality
- Maximum of six (6) credits towards a student's QCE

### Training Commencement Date and Duration

Students will undertake an integrated program comprising SIT20322 Certificate II in Hospitality and SIT30622 Certificate III in Hospitality. The program commences in Term 1 2027 and is delivered across both qualifications concurrently, with completion occurring at the end of Term 3 2028.

### Fees

TBC

### Training Delivery Location

On-site (College)

### Scheduling

The program will be scheduled into the College's regular timetable with occasional catering events outside of school time.

### Work Placement requirements

Assessment through practical demonstrations across 36 hospitality shifts, with approximately 20 of these shifts at events outside school time.

### Pathways

- 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

### Course Structure - SIT30622 Certificate III in Hospitality Units of Competency

| Code                                                                  | Title                                                  | CORE / ELECTIVE |
|-----------------------------------------------------------------------|--------------------------------------------------------|-----------------|
| SITHIND006                                                            | Source and use information on the hospitality industry | Core            |
| SITHIND008                                                            | Work effectively in hospitality service                | Core            |
| SITXCCS014                                                            | Provide service to customers                           | Core            |
| SITXCOM07                                                             | Show social and cultural sensitivity                   | Core            |
| SITXHRM007                                                            | Coach others in job skills                             | Core            |
| SITXWHS005                                                            | Participate in safe work practices                     | Core            |
| SITXFSA005                                                            | Use hygienic practices for food safety                 | Elective        |
| SITHCCC024                                                            | Prepare and present simple dishes                      | Elective        |
| SITHCCC025                                                            | Prepare and present sandwiches                         | Elective        |
| SITHFAB021                                                            | Provide responsible service of alcohol                 | Elective        |
| SITHFAB024                                                            | Prepare and serve non-alcoholic beverages              | Elective        |
| SITHFAB025                                                            | Prepare and serve espresso coffee                      | Elective        |
| SITHFAB027                                                            | Serve food and beverage                                | Elective        |
| BSBTWK201                                                             | Work effectively with others                           | Elective        |
| BSBCMM211                                                             | Apply communication skills                             | Elective        |
| SIT20322 Certificate II in Hospitality additional Units of Competency |                                                        |                 |
| SITXCCS011                                                            | Interact with customers                                | Core            |
| SITHIND007                                                            | Use hospitality skills effectively                     | Core            |

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.

### **Modes of Delivery**

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 (36 service periods facilitated through college cafes, functions and external workplace learning)

### **Entry Requirements**

Students must obtain a Unique Student Identifier (USI) to enrol in this program and provide this to the RTO. For more information about the USI, visit <https://www.usi.gov.au/>

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

### **Third Party Agreement**

The College has entered into a Third Party Agreement with Training Direct Australia. Training Direct Australia is the registered training organisation and retains responsibility for training and assessment, delivered by its qualified trainers and assessors. The College supports program delivery by assisting with student recruitment, providing student support services, and contributing to training delivery in collaboration with Training Direct Australia.

### **RTO Links**

[RTO's website](#)

[Student Handbook](#)

# FISHERONE

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 connections 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 2026 is available to Year 11 and Year 12 students.

## Possible 2026 Subject Offerings

- Dance (G)
- Japanese (G)
- Accounting (G)
- Engineering (G)
- Economics (G)
- French (G)
- Italian (G)

Students wishing to undertake online learning should discuss these options with their SET Plan Mentor prior to their SET Plan meeting. To access FisherONE website, click on the link: Fisher One ([www.fisherone.qld.edu.au](http://www.fisherone.qld.edu.au))

## Fees+

A fee of \$1500 will be payable for Unit 1/2, and also for Unit 3/4. Total fees payable will be \$3,000.

\*Subject to change. Current at time of publication. See: Fisher One ([www.fisherone.qld.edu.au](http://www.fisherone.qld.edu.au))

# ONLINE RESOURCES



My Future



QCAA ATAR Rank information



The Good Careers Guide



Queensland Tertiary Entrance  
Centre (QTAC)



## NOTES

[illegible]

## NOTES

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