SUBJECT HANDBOOK

YEARS 11&12

St Benedict's College

2025

SENIOR YEARS

Vision

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

Mission

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

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

Values

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

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

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of service, hard work, humility, stewardship, balance and community. We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents to underpin all that we do.

In Omnibus Deus • God in All Things

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FROM THE PRINCIPAL

Tameika Grist

Dear Students

We are very excited to be sharing in this final stage of your Secondary School learning. The transition to Years 11 and 12—is a pivotal moment in your educational journey. During this phase, you make critical decisions that shape your future. This Subject Selection Handbook serves as a compass, hopefully guiding you through the maze of subject options and career aspirations.

As you have probably already been advised, the key is to align subject choices with your individual interests, strengths, and long-term goals.

All students will be asked to choose one English, one Mathematics and one Religion option which best suits their pathway and ability.
All other subjects are chosen based on student choices, maximising flexibility in the design of your senior course of study. We are committed to working with you and your family to create a unique schedule that maximises potential and interest for students.

There are many ways to create a fulfilling schedule of Senior Years learning.
The QCE (Queensland Certificate of Education) can be made up of a variety of contributing activities.
This may include a combination of**:**

- **Senior School Subjects:** These form the core of academic learning.
- **VET Courses:** Practical skills and industry-specific qualifications.
- **Apprenticeships and Traineeships:** Combine on-the-job training with formal study.
- **University Subjects While at School:** Some students take university-level subjects concurrently.
- **Recognised Workplace Learning:** Part-time jobs or volunteering can contribute to the QCE.
- **Certificates and Awards:** Achieving specific certificates or awards adds value to the pathway.

Each individual's journey is unique. Consider your interests, goals, and circumstances when choosing the path that aligns best with your aspirations. Whether it's university, vocational training, or an alternative route, there are plenty of options to explore!

In the senior years, each subject choice is a stepping stone. Whether you're aiming for a specific career, further study, or personal growth, we encourage you to discuss options with your parents, teachers, older students, and anyone who can offer insight into helping you achieve the goals you are setting for yourself.
We are excited to see you become the young men and women graduating with your future options opening up before you through your dedication and hard work pursuing your goals with the support of your parents/carers and teachers.
All the best for your Senior years. We look forward to working with you to support you in reaching your goals.

With blessings

Tameika Grist
Principal

SBC LEARNING AND TEACHING FRAMEWORK

Philosophy

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of service, hard work, humility, stewardship, balance, and community. We use Christ's model of inclusivity, perseverance and nurturing each other's gifts and talents, to underpin all learning and teaching opportunities. We respond to the education of young people by interweaving the values of St Benedict's Rule with the College's Learning and Teaching Framework and other educational and syllabus documents.

We believe:

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

We do this by:

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

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

We do this by:

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

3. **That learning for life and fostering a love of learning through an engaging, relevant, and meaningful curriculum is inextricably linked with living life to the full**.

We do this by:

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

4. **Learning and teaching are a dynamic, collaborative process where students and teachers aim to realise their potential to become fully human through challenging themselves and each other to seek creativity, innovation, challenge and meaning.**

We do this by:

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

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

We do this by:

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

WHAT IS A PATHWAY ?

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

When selecting a pathway consider the following questions:

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

What pathway is best for me?

Students should be aiming to achieve a Queensland Certificate of Education (QCE) plus …

TERTIARY

Further studies at an institution such as:

- University
- TAFE
- Registered Training Organisations
- Tertiary Preparation Pathways

APPREENTICESHIPS AND TRAINEESHIPS

Recognised Vocational Education and Training or foundational studies that lead to qualifications in trades or employment.

PREPARATION FOR ENTREPRENEURSHIP OR EMPLOYMENT

- Vocational Learning
- Work Readiness Programs
- Industry placements

How students achieve this …

TERTIARY

- 6 General Subjects
- 5 General and 1 Applied Subjects
- 4 General and 1 Applied Subjects or Cert III or above
- Growth Mindset and good application and effort

APPRENTICESHIPS AND TRAINEESHIPS

- Vocational Education and Training
- Growth Mindset and good application and effort

PREPARATION FOR ENTREPRENEURSHIP OR EMPLOYMENT

- Success in subjects studied.

ABOUT THE QCE

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

QCE requirements for students completing Year 12

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

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

ABOUT THE QCE

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

Best 5 or 4 General subjects contribute

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

For further information, please refer to the Queensland Curriculum and Assessment Authority (QCAA) link below regarding the QCE senior assessment system. Additionally, College staff can provide relevant information. The College is focused on supporting students to attain their QCE and will keep families informed of any issues regarding QCE attainment as students work through their courses of study.

QCAA Information for school communities

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

The QCIA records educational achievement in two areas:

- The Statement of Achievement provides description of the student's demonstrated knowledge and skills in areas of study and learning.

- The Statement of Participation lists activities that a student has undertaken such as 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 - Curriculum. 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

WHAT IS REQUIRED FOR UNIVERSITY ENTRY?

Tertiary Study, QTAC and ATARs

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.

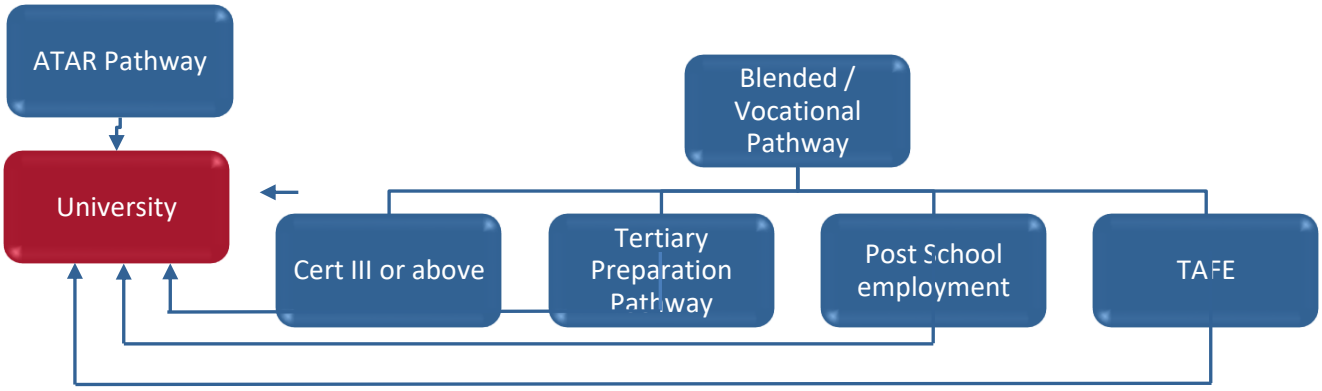
To be eligible for an ATAR, a student must have:

- 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's 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 AND 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 pastoral care lessons.

Phase 2: Subject Recommendations

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

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

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

Phase 3: SET Plan Interviews – Finalised Subjects

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

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

Subjects are finalised – confirmation of subjects by the college in Term 4

WHERE TO GO FOR HELP

Staff:

Principal	Tamieka Grist
Deputy Principal	Tim Campbell
Assistant Principal Religious Education	Peter Olley
Assistant Principal Administration	Chris Carlill
Assistant Principal Curriculum	Anja Reust
Guidance Counsellor	Dom Sinclaire & Louise Forbes
Learning Enhancement Leader	Jody Prouse
Pastoral Leader 11	Liam Murphy (Acting)
Pastoral Leader 12	Grant Shepherd
Pathways Program Leader	Sarah Meder
VET Program Leader	Geoffrey Young

Curriculum Leaders:

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

ONLINE RESOURCES

My Future

The Good Careers Guide

Career decision making questionnaire

QCAA ATAR Rank information

Queensland Tertiary Entrance Centre (QTAC)

STUDENT STUDY / SELECTION COMBINATIONS

At St Benedict's College, students study 6 subjects. Students select a Religion, English and Mathematics subject, then three (3) electives of their choice. G = General, A = Applied see page 8.

Subject 1	Subject 2	Subject 3
RELIGION	**ENGLISH**	**MATHEMATICS**
Study of Religion (G) OR Religion and Ethics (A)	English (G) OR Literature (G) OR Essential English (A)	General Mathematics (G) OR Mathematical Methods (G) OR Essential Mathematics (A)
Subject 4	**Subject 5**	**Subject 6**
ELECTIVE 1	**ELECTIVE 2**	**ELECTIVE 3**
Student Choice	Student Choice	Student Choice

Example Pathway Options

OPTION 1	OPTION2	OPTION 3	OPTION 4
ATAR Eligible ATAR 6	**ATAR Eligible ATAR 5**	**ATAR Eligible Blended**	**ATAR Ineligible Vocational**
Six (6) General Subjects	**Five (5) General Subjects + One (1) Applied**	**Four (4) General Subjects + Two (2) Applied/VET**	**Other combination of 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)	Certificate II in Hospitality (V)	Certificate III in Business (V)

VOCATIONAL EDUCATION AND TRAINING

St Benedict's College offers a flexible approach to planning and structuring senior study and training around each student's abilities, interests and ambitions. As well as our onsite VET courses, we accommodate a wide range of external and self-paced study options. We have well established relationships with a number of Registered Training Organisations, an assortment of business organisations and can facilitate enrolments for TAFE at School, externally delivered certificate courses and school-based traineeships and apprenticeships. Please view the list below for course and provider information or contact the VET Program Leader if you would like to discuss VET options for 2025 and beyond.

VET Options

- Vocational Education and Training (VET) courses are available to students while they are still at school.
- VET subjects can be undertaken as part of the school timetable through a classroom delivery model. These are listed in this handbook from page_____. Or students can study VET subjects via external self-paced courses or off-site training such as TAFE. See page 16 for some options.
- VET can be undertaken in Years 10, 11 and 12, and can count towards the Queensland Certificate of Education.
- VET can also be undertaken while a student is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

VETiS (Vocational Education and Training in Schools)

VETiS is a Queensland government funded program that enables students to gain nationally recognised qualifications that fall under the VET investment budget. Students can choose from a range of Certificate I and II level qualifications, referred to as employment stream qualifications. These qualifications have been identified in consultation with industry as leading to employment outcomes and are based on skills shortages and Queensland Government priorities. A list of subsidised VETiS qualifications can be found on the Queensland Government's Department of Employment Small Business and Training's VET in Schools webpage.

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 is not applied to the cost of a course, parents will be billed the course fee listed in this handbook.

Course		RTO	Cost
Year 11	Year 12		
Certificate II in Workplace Skills (BSB20120)	Certificate II in Workplace Skills (BSB20120)	Binnacle	$225
Certificate II in Sport and Recreation * (SIS20122)	Certificate III in Fitness (SIS30321)	Binnacle	$500
Certificate II in Community Services * (CHC22015)	Certificate III in Community Services (CHC32015)	Connect 'n' Grow	$998
Certificate II in Health Support Services * (HLT23221)	Certificate III in Health Services Assistance (HLT33115)	Connect 'n' Grow	$998
Certificate III in Business (BSB30120)		Binnacle	$265
Certificate II in Hospitality (SIT20322) *		Training Direct Australia	$1380

*VETiS funding may apply.
**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:

TAFE at School

The Australian Trade Training College

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

Aviation Australia

Queensland College of Music (Certificate IV in Music)

School- Based Apprenticeships and Traineeships (SAT's)

School Based Apprenticeships and Traineeships (SAT's)

SUBJECTS OFFERED

GENERAL SUBJECTS	APPLIED SUBJECTS
• Ancient History • Biology • Business • Chemistry • Chinese • Dance* • Design • Digital Solutions • Drama • English • Film, Television & New Media • Food and Nutrition • General Mathematics • Japanese* • Legal Studies • Literature • Mathematical Methods • Modern History • Music • Psychology* • Physical Education • Physics • Specialist Mathematics • Study of Religion	• Arts in Practice • Essential English • Essential Mathematics • Industrial Technology Skills • Information and Communication Technology • Religion and Ethics • Science in practice **VET CERTIFICATE COURSES** • Certificate III Community Services with Certificate II Community Services embedded. • Certificate III in Business • Certificate III in Health Services Assistance with Certificate II in Health Support Services embedded. • Certificate III in Fitness with Certificate II in Sport and Recreation embedded. • Certificate II in Hospitality **SPECIALIST OPTIONS FOR SPECIFIC INDIVIDUAL STUDENT NEEDS** • Literacy • Numeracy • Certificate II in Workplace Skills

***Please Note:**

These subjects will be accessed through FisherONE. FisherONE is the online learning environment for Brisbane Catholic Education (BCE) operating out of St John Fisher College in Bracken Ridge, Brisbane. It currently offers single subjects in the senior school for students in Years 11 and 12 in BCE schools. Fees apply. See page 58.

UNIT TIMINGS

YEAR 11		YEAR 12	
TERM 1		**TERM 1**	
WEEK 1	**UNIT 1**	WEEK 1	**UNIT 3**
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
TERM 2		**TERM 2**	
WEEK 1	**UNIT 1**	WEEK 1	**UNIT 3**
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6	**UNIT 2**	WEEK 6	**UNIT 4**
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
TERM 3		**TERM 3**	
WEEK 1	**UNIT 2**	WEEK 1	**UNIT 4**
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
TERM 4		**TERM 4**	
WEEK 1	**UNIT 3**	WEEK 1	**Revision and external Assessment**
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	

Please Note:

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

ANCIENT HISTORY (General)

What is this subject about?

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. Ancient History 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.

Pathways

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

Objectives

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

- 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

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
• Digging up the past
• Features of ancient societies:
  ○ beliefs, rituals and funerary practices
  ○ the family
  ○ lives of women
  ○ slavery
  ○ art and/or architecture
  ○ weapons and warfare
  ○ technology and engineering
  ○ entertainment and leisure
	Personalities in their times
	• Hatshepsut
	• Akhenaten
	• Xerxes
	• Perikles
	• Alexander the Great
	• Hannibal Barca
	• Cleopatra
	• Agrippina the Younger
	• Nero
	• Boudica
	• Cao Cao
	• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)
	• Richard the Lionheart
	• Alternative choice of personality
		Reconstructing the Ancient World
		• Thebes — East and West, 18th to 20th Dynasty
		• The Bronze Age Aegean
		• Assyria from Tiglath Pileser III to the fall of the Empire
		• The Ancient Levant — First and Second Temple Period
		• Persia from Cyrus II to Darius III
		• Fifth Century Athens (BCE)
		• Macedonian Empire from Philip II to Alexander III
		• Rome during the Republic
		• Early Imperial Rome from Augustus to Nero
		• Pompeii and Herculaneum
		• Later Han Dynasty and the Three Kingdoms
		• The Celts and/or Roman Britain
		• The Medieval Crusades
		• Classical Japan until the end of the Heian Period.
			People, power and authority
			• Ancient Egypt — New Kingdom Imperialism
			• Ancient Greece — the Persian Wars
			• Ancient Greece — the Peloponnesian War
			• Ancient Carthage and/or Rome — the Punic Wars
			• Ancient Rome — Civil War and the breakdown of the Republic
			• Ancient Rome — the Augustan Age
			• Ancient Rome — Imperial Rome until the fall of the Western Roman Empire
			• Ancient Rome — the Byzantine Empire.

Summative assessments

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

ARTS IN PRACTICE (Applied)

What is this subject about?

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.

Pathways

Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts. With additional training and experience, potential employment opportunities may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media and creative communications and design.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Celebrate Students consider cultural perspectives and identities to create and present arts works that respond to community events.	**Clients** 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.	**Issues** Students respond to current issues to create and present arts works that comment on an issue for a specified audience.	**Showcase** Students respond to the works of professional artists to generate and present their own arts works that reflect their artistic identity.

Across each unit, students are to engage in a **minimum of two** or more arts disciplines of their choice (drama, media arts, dance, visual art, or music).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 • Project	25%	Summative internal assessment 3 • Project	25%
Summative internal assessment 2 • Product or Performance	25%	Summative internal assessment 4 • Product or Performance	25%

BIOLOGY (General)

What is this subject about?

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

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

Biology aims to develop students' sense of wonder and curiosity about life and respect for all living things and the environment. It also aims to develop students' understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change. Also, an understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics and appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts. Finally, it aims to develop students' ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence and to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis – thermoregulation and osmoregulation • Infectious diseases and epidemiology	**Biodiversity and the interconnectedness of life** Describing biodiversity and populations Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Summative assessments

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

BUSINESS (General)

What is this subject about?

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.

Pathways

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

Objectives

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

- Describe business situations and environments.
- Explain business concepts and strategies.
- Analyse and interpret business situations.
- Evaluate business strategies.
- Create responses that communicate meaning to suit audience, context and purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Summative assessments

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

CERTIFICATE III IN BUSINESS (BSB30120) (VET)

Delivered in Partnership with Binnacle Training RTO number: 31319

Why study this course?

Binnacle's Certificate III in Business is offered as a senior subject where students learn what it takes to become a business professional. Students will also investigate business opportunities.

Students will achieve skills in:

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

Pathway options may include:

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

What will students achieve?

- Certificate III in Business
- Maximum of eight (8) credits towards a student's QCE

What will students learn?

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

E = Imported elective; L = Listed elective.

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

How will the students be assessed?

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

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

Fees

$265.00 Binnacle Training Fees

Entry Requirements

Nil.

Language, Literacy and Numeracy Skills

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

Product Disclosure Statement

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

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

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

Why study this course?

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the community services sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, personal time management, managing personal stress in the workplace, working with diverse people, responding to client needs and providing individualised support.
Refer to training.gov.au for specific information about the qualification.

Pathways

Potential options may include:

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

What will students achieve?

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

What will students learn?

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

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

Course units Year 1 (Certificate II Units)

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

Course units Year 2 (Certificate III Units)

Unit code	Title
HLTWHS002	Follow safe work practices for direct client care (Core)
HLTAAP001	Recognise healthy body systems
CHCCCS016	Respond to client needs (Core)
CHCADV001	Facilitate the interests and rights of clients
CHCGRP001	Support group activities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation

How will the students be assessed?

Assessment is competency based. Assessment techniques include:

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

Work experience.

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

Fees

$998

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

Entry Requirements

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

Obligation

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

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE (HLT33115) (VET) INCLUDING CERTIFICATE II IN HEALTH SUPPORT SERVICES (HLT23221

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

Why study this course?

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and provide a pathway to pursue further study. Skills acquired in this course include:

- First aid
- Effective communication
- Workplace health and safety
- Infection control
- Understanding common medical terminology
- Conducting health checks
- Recognising healthy body systems
- Working with diverse people.

Pathway options may include:

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

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

What will students achieve?

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

What will students learn?

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

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

Course units Year 1 (Certificate II Units)

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

Course units Year 2 (Certificate III Units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
HLTAID010	Provide basic emergency life support
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
HLTWHS002	Follow safe work practices for direct client care
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

How will the students be assessed?

Assessment is competency based. Assessment techniques include:

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

Work experience

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

Fees

$998

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

Entry Requirements

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

Obligation

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

CERTIFICATE III IN FITNESS (SIS30321) (VET)
INCLUDNG CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

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

NATIONALLY RECOGNISED TRAINING

Why study this course?

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills such as:

- Undertaking client health assessments
- Planning and delivering fitness programs and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients
- First Aid qualification and CPR certificate

Pathway options may include:

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

What will students achieve?

- Certificate III in Fitness (SIS30321) and Certificate II in Sport and Recreation (SIS20121)
- First Aid qualification and CPR certificate.
- Maximum of eight (8) credits towards a student's QCE

What will students learn?

UNIT CODE	UNIT TITLE	SIS20122 Certificate II in Sport and Recreation	SIS30321 Certificate III in Fitness
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Core	Imported Elective
BSBPEF301	Organise personal work priorities	Imported Elective	Core
BSBSUS211	Participate in sustainable work practices	Imported Elective	Listed Elective
BSBPEF202	Plan and apply time management	General Elective	
SISSPAR009	Participate in conditioning for sport	Imported Elective	
SISXFAC006	Maintain activity equipment	Core	
SISOFLD001	Assist in conducting recreation sessions	Core	
HLTWHS001	Participate in workplace health and safety	Core	Core
SISXCCS004	Provide quality service	Core	Imported Elective
SISXEMR001 / SISXEMR003	Respond to emergency situations	Core (SISXEMR003)	Listed Elective (SISXEMR001)
HLTAID011	Provide First Aid	(Optional Additional)	Core
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		Core
SISFFIT052	Provide healthy eating information		Core
BSBOPS304	Deliver and monitor a service to customers		Core
SISFFIT032	Complete pre-exercise screening and service orientation		Core
SISFFIT033	Complete client fitness assessments		Core
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients		Core
SISFFIT035	Plan group exercise sessions		Core
SISFFIT036	Instruct group exercise session		Core

How will the students be assessed?
Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

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

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

Fees

$265.00 Binnacle Training fee - Certificate II entry qualification

$100.00 Binnacle Training fee - Certificate III Gap Fee

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

Entry Requirements
Nil.

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

Product Disclosure Statement
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CERTIFICATE II IN HOSPITALITY (SIT20322) (VET)

Delivered in Partnership with Training Direct Australia
RTO number: 32355

Why study this course?

The Certificate II in Hospitality provides students with entry level hospitality skills to be able to work in a hospitality environment. This course teaches students a range of operational skills including:

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

Pathway options may include:

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

What will students achieve?

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

What will students learn?

CODE	TITLE	SIT20322 Certificate II in Hospitality
BSBTWK201	Work effectively with others	CORE
SITHIND002	Source and use information on the hospitality industry	CORE
SITHIND007	Use hospitality skills effectively	CORE
SITXCOM007	Show social and cultural sensitivity	CORE
SITXCCS011	Interact with customers	CORE
SITXWHS005	Participate in safe work practices	CORE
SITXFSA005	Use hygienic practices for food safety	ELECTIVE
SITHFAB021	Provide responsible service of alcohol	ELECTIVE
SITHFAB024	Prepare and serve nonalcoholic beverages	ELECTIVE
SITHFAB025	Prepare and serve espresso coffee	ELECTIVE
SITHCCC024	Prepare and present simple dishes	ELECTIVE
SITHCCC025	Prepare and present sandwiches	ELECTIVE

How will the students be assessed?

Assessment is ongoing throughout the course to demonstrate evidence of competency. Evidence of competency will be gathered on a number of occasions and in a variety of contexts and situations such as:

- Skills demonstrations
- Trainer observations
- Assessment questions
- Portfolio of work
- Assignments
- Structured workplace learning (12 service periods facilitated through college cafes, functions and external workplace learning)

Fees

$1380

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

Entry Requirements

Nil.

CERTIFICATE II IN WORKPLACE SKILLS (BSB20120) (VET)

Delivered in Partnership with Binnacle Training
RTO number: 31319

Why study this course?

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

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

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

Pathway options may include:

- Administration Officer
- Customer Service Assistant
- Data Entry Operator

What students will achieve at the end of two years?

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

What will students learn?

CODE	TITLE	CORE/ELECTIVE
BSBCMM211	Apply communication skills	CORE
BSBOPS201	Work effectively in business environments	CORE
BSBPEF202	Plan and apply time management	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBWHS211	Contribute to health and safety of self and others	CORE
BSBPEF302	Develop self-awareness	ELECTIVE (GROUP A)
BSBCRT201	Develop and apply thinking and problem solving skills	ELECTIVE (GROUP A)
BSBTEC201	Use business software applications	ELECTIVE (GROUP B)
BSBTEC202	Use digital technologies to communicate in a work environment	ELECTIVE (GROUP B)
BSBTWK201	Work effectively with others	ELECTIVE (GROUP C)

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

How will the students be assessed?

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

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

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

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

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

Fees
$225.00 Binnacle Training Fees
All texts and reprographics are provided by the school.

Entry Requirements
Nil.

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

Product Disclosure Statement
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CHEMISTRY (General)

What is this subject about?

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

Chemistry aims to develop students' interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world as well as an understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties. Also it aims to develop students' understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products and their appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making. Finally, Chemistry aims to develop expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence, ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions and ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

CHINESE (General)

What is this subject about ?

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Pathways

A course of study in Chinese can establish a basis for further education and employment in many professions and industries particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- Comprehend Chinese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of language elements of Chinese to construct meaning
- Structure, sequence and synthesise information to justify opinions and perspectives
- Communicate using contextually appropriate Chinese

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** • Family/carers • Peers • Education	**探索世界** **Exploring our world** • Travel and exploration • Social customs • Chinese influences around the world	**我**们的社会; **文化和特性 Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**我的**现在和未来— **My present; my future** • The present • Future choices

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

DESIGN (General)

What is this subject about?

The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving= that uses divergent and convergent thinking approaches that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Stakeholder-centred design • Exploration and development • Sketching and prototyping	**Commercial design influences** • Commercial design • Economic, social and cultural design factors • Collaborative proposal development	**Human centred design** • Human-centred design focus • Empathy-driven problem solving	**Sustainable design influences** • Sustainable design principles • Circular design application

Summative assessments

Unit 3		Unit 4	
Internal assessment 1 (IA1): • Examination — Design Challenge	20%	Internal assessment 3 (IA3): • Project	25%
Internal assessment 2 (IA2): • Project	30%	External assessment (EA): • Examination — Extended Response	25%

DIGITAL SOLUTIONS (General)

What is this subject about?

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.

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

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

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

Structure

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical Proposal	25%	Summative internal assessment 3 (IA3): • Digital Solution	25%
Summative internal assessment 2 (IA2): • Digital Solution	25%	Summative external assessment (EA): • Examination – combination response	25%

DRAMA (ALTERNATE SEQUENCE*) (General)

What is this subject about?

Drama fosters creative and expressive communication. It interrogates human experience by investigating, communicating, and embodying stories, experiences, emotions, and ideas that reflect the human experience. Students experience, reflect on, understand, communicate, collaborate, and appreciate different perspectives of themselves, others, and the world in which they live. They learn about dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles, and conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share Students explore the importance of drama to tell stories and share understandings of the human experience in a range of cultures. How does drama promote shared understandings of the human experience? cultural inheritances of storytelling oral history and emerging practices a range of linear and nonlinear forms	**Reflect** Students explore the power of drama to reflect lived experience that embraces notions of truth and authenticity in performance. How is drama shaped to reflect lived experience? Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	**Challenge** 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. How can we use drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts	**Transform** Students explore inherited theatrical traditions and key dramatic works of the past as a springboard for developing their own artistic statement. How can you transform dramatic practice? Contemporary performance associated conventions of styles and texts inherited texts as stimulus

Summative assessments

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

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

ENGLISH (General)

What is this subject about?

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

ESSENTIAL ENGLISH (Applied)

What is this subject about?

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

ESSENTIAL MATHEMATICS (Applied)

What is this subject about?

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.

Pathways

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

Objectives

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

- **Recall mathematical knowledge:** When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques, and algorithms.
- **Use mathematical knowledge:** When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques, and algorithms. They perform calculations with and without technology.
- **Communicate mathematical knowledge:** When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions, and representations) and everyday language. They organise and present information in graphical and symbolic form and describe and represent mathematical models.
- **Evaluate the reasonableness of solutions:** When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths, and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- **Justify procedures and decisions:** When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- **Solve mathematical problems:** When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques, and technology to be used and apply these to develop a solution. They develop, refine, and use mathematical models, where applicable.

Structure

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem solving and modelling task	Summative internal assessment 3 (IA3): • Problem solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination – short response

FILM, TELEVISION & NEW MEDIA (General)

What is this subject about?

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.

Pathways

Organisations increasingly seek employees who demonstrate work related creativity, innovative thinking and diversity lead to and benefit careers in diverse fields such as advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation Students develop their understanding of the foundational concepts and processes used in Film, Television & New Media by learning to use available technologies to select, construct, manipulate and structure moving-image media.	**Stories** 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.	**Participation** 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.	**Artistry** Students will use moving-image media technologies, representations, and languages to express, explore and question their artistic identity.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case Study Investigation	15%	Summative internal assessment 3 (IA3): • Stylistic Production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% Examination — extended response			

FOOD AND NUTRITION (General)

What is this subject about?

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problemsolving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

Unit 3		Unit 4	
Internal assessment 1 (IA1): • Examination – Combination response	25%	Internal assessment 3 (IA3): • Food & Nutrition Solution	25%
Internal assessment 2 (IA2): • Food & Nutrition Solution	25%	External assessment (EA): • Examination – Combination response	25%

GENERAL MATHEMATICS (General)

What is this subject about?

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

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

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.

Pathways

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

Objectives

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

1. **Recall mathematical knowledge:** When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques, and algorithms.
2. **Use mathematical knowledge:** When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques, and algorithms. They perform calculations with and without technology.
3. **Communicate mathematical knowledge:** When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions, and representations) and everyday language. They organise and present information in graphical and symbolic form and describe and represent mathematical models.
4. **Evaluate the reasonableness of solutions:** When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths, and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
5. **Justify procedures and decisions:** When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
6. **Solve mathematical problems:** When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques, and technology to be used and apply these to develop a solution. They develop, refine, and use mathematical models, where applicable.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear Equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs.	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis.	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data • Time series analysis • Growth and decay in sequences • Earth geometry and time zones.	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Summative external assessment (EA): 50% • Examination – combination response • Consists of two papers: Paper 1 — simple familiar, Paper 2 — complex familiar and complex unfamiliar			

INDUSTRIAL TECHNOLOGY SKILLS (Applied)

What is this subject about?

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.

Pathways

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

Objectives

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

- 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..

Structure

Industrial Technology Skills is a four-unit course of study:

Unit 1	Unit 2	Unit 3	Unit 4
Cabinet Making	Furniture-Making	Interior Furnishing	Domestic Furniture

Assessment

For Industrial Technology Skills, each unit has two assessment items:

- Practical Demonstration
- Project

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher identified production skills and procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY (Applied)

What is this subject about?

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, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

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

Pathways

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

Objectives

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

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

Structure

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

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

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

Assessment

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

- Product proposal
- Project

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

LEGAL STUDIES (General)

What is this subject about?

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.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science, and engineering industries.

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Investigation — analytical essay	25%
Summative internal assessment 2 (IA2): Investigation — inquiry report	25%	Summative external assessment (EA): Examination — combination response	25%

LITERATURE (General)

What is this subject about?

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.

Pathways

Literature offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic, and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums.

Syllabus Objectives

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Literary Studies • Ways literary texts are received and responded to • How textual choices affects readers • Creating analytical and imaginative texts	Intertextuality • Genre, concepts and contexts • Style and structure • Creating analytical and imaginative texts	Literature and Identity • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	Independent Explorations • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Summative Assessment

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1) Examination – Extended Response	25%	Summative Internal Assessment 1 (IA3) Extended Response – Imaginative Written	25%
Summative Internal Assessment 1 (IA2) Extended Response – Imaginative Written	25%	Summative Internal Assessment 1 (IA4) Examination – analytical written response	25%

MATHEMATICAL METHODS (General)

What is this subject about?

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.
Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real world problems, becoming critical thinkers, innovators and problem solvers.
Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

Pathways

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

Objectives

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

- Recall mathematical knowledge: When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.
- Use mathematical knowledge: When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
- Communicate mathematical knowledge: When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
- Evaluate the reasonableness of solutions: When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- Justify procedures and decisions: When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- Solve mathematical problems: When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability.	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation.	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables.	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Summative external assessment (EA): 50% • Examination – combination response • consists of two papers: Paper 1 — technology-free, Paper 2 — technology-active			

MODERN HISTORY (General)

What is this subject about?

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

MUSIC (General)

What is this subject about?

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.

Pathways

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

Objectives

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

- demonstrate technical skills.
- 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed. How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Students make and respond to music that expresses cultural, political, and social. identities in both local and global contexts. Inquiry Question: How do musicians use their understanding of music elements, concepts, and practices to communicate cultural, political, social, and personal identities when performing, composing, and responding to music?	**Innovations** 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. Inquiry Question: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** 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. Inquiry Question: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Summative assessments

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

PHYSICAL EDUCATION (General)

What is this subject about?

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

PHYSICS (General)

What is this subject about?

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

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

Physics aims to develop students' appreciation of the wonder of physics and the significant contribution physics has made to contemporary society and understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action. It aims to develop students' understanding of the ways in which matter and energy interact in physical systems across a
range of scales and understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues. Physics also aims to develop investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence. Finally, it aims to develop students' ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims and ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes, and genres.

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

RELIGION AND ETHICS (Applied)

What is this subject about?

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

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

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 & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
World Religions and spiritualities	Australian Identity	Sacred Stories	Social Justice

Assessment

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

- project
- investigation
- extended response

Project	Investigation	Extended response
Students examine a scenario and provide a view on religious and spiritual diversity in response.	A response that includes locating and using informationI beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
• Multimodal (at least two modes delivered at the same time): up to 5 minutes • Evaluation: Written: up to 400-700 words	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes

SCIENCE IN PRACTICE (Applied)

What is this subject about?

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.

Who is this subject best suited to?

The subject is suited to anyone with an interest in Science who may or may not have a preference for a particular area of Science. It will suit students who do not wish to follow an ATAR pathway but can also suit those who wish to seek an ATAR and are already selecting four general subjects.

What are some common career pathways that are associated with this subject?

Studying Science in Practice can lead to employment in animal welfare, food technology, forensics, health and medicine, recreation and tourism, research, the pharmaceutical industry, and the resources sector.

Objectives

- 1. Describe ideas and phenomena.
- 2. Execute procedures.
- 3. Analyse information.
- 4. Interpret information.
- 5. Evaluate conclusions and outcomes.
- 6. Plan investigations and projects.

Structure

Unit 1 Consumer Science	Unit 2 Disease	Unit 3 Ecology	Unit 4 Forensic Science
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.	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	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.	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

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

Technique	Description	Response requirements
Applied Investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media. • Written: up to 1000 words
Practical Project	Students use practical skills to complete a project in response to a scenario.	**Completed Project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.

SHORT COURSE – LITERACY (Short Course)

What is this subject about?

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

There are two focus topics:

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

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

Pathways

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

Objectives

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

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

Structure

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

Summative assessments

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

SHORT COURSE – NUMERACY (Short Course)

What is this subject about?

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work, and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable, and non-competitive.

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.

Objectives

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

1. **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.
2. **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.
3. **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.

Structure

Topic 1	Topic 2
Personal identity and community 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. 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. **Objectives** 1. Identify and interpret mathematical information in the context of personal identity and community. 2. Use and apply mathematical knowledge in the context of personal identity and community. 3. Communicate and represent mathematical knowledge in the context of personal identity and community	**Workplace and employment** 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. 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. **Objectives** 1. Identify and interpret mathematical information in the context of workplace and employment. 2. Use and apply mathematical knowledge in the context of workplace and employment. 3. Communicate and represent mathematical knowledge in the context of workplace and employment.

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)

SPECIALIST MATHEMATICS (General)

What is this subject about?

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.

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.

Pathways

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

Objectives

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

- Recall mathematical knowledge: When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques, and algorithms.
- Use mathematical knowledge: When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques, and algorithms. They perform calculations with and without technology.
- Communicate mathematical knowledge: When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions, and representations) and everyday language. They organise and present information in graphical and symbolic form and describe and represent mathematical models.
- Evaluate the reasonableness of solutions: When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths, and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- Justify procedures and decisions: When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- Solve mathematical problems: When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques, and technology to be used and apply these to develop a solution. They develop, refine, and use mathematical models, where applicable.

Structure

Specialist Mathematics is to be undertaken in conjunction with Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices.	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs. • Trigonometry and functions • Matrices and transformations.	**Further complex numbers, proof, vectors and Matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices.	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Summative external assessment (EA): 50% • Examination – combination response • consists of two papers: Paper 1 — technology-free, Paper 2 — technology-active			

STUDY OF RELIGION (General)

What is this subject about?

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion meaning and purpose • Nature and purpose of religion • Sacred texts	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Personal ethics	**Religion, rights and relationships** • Religion and the nation state • Human existence and rights

Summative assessments

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

VISUAL ART (General)

What is this subject about?

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.

Pathways

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

Objectives

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

- Implement ideas and representations.
- Apply literacy skills.
- Analyse and interpret visual language, expression and meaning in artworks and practices.
- Evaluate influences.
- Justify viewpoints.
- Experiment in response to stimulus.
- Create visual responses using knowledge and understanding of art media.
- Realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as Lens Students look at their material world through applying different lenses or viewpoints. Focus: people, place, and objects Contexts: Personal and contemporary	**Art as Code** Students explore the concept of art as a coded visual language that can express complex ideas. Focus: codes, symbols, signs, and art conventions. Contexts: formal and cultural	**Art as Kowledge** Students employ new knowledge inspired by their personal interests, beliefs, and observations of the world. Focus: student directed Contexts: contemporary, personal, cultural and/or formal.	**Art as Alternate** Students challenge their approaches to identify alternatives and opportunities for innovation. Focus: student directed Contexts: contemporary, personal, cultural and/or formal.

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation -inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project – inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project – inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Examination — extended response</td></tr>
</table>

FISHER ONE (General)

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 enroll 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 2025 is available to Year 11 and Year 12 students.

Possible 2025 Subject Offerings
Dance (G)
Health
Japanese (G)
Psychology (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)

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

*as at 2024

St Benedict's College
Mango Hill

www.stbenedictscollege.qld.edu.au