Burnside State High School
Smaller Smarter Safer

Senior Curriculum Guide 2023

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QCAA
Queensland Curriculum & Assessment Authority

For all Queensland schools

Contents

VET Subjects _____ 79

Welcome

Principal's introduction

I extend a welcome to all students commencing their senior phase of learning at Burnside State High School. The final part of the senior phase of learning (Years 11 and 12) is clearly an important time in young people's lives. At Burnside State High School, all students will be required to embark on a Senior Education and Training (SET) planning process, culminating in a learning and training pathway developed by students in partnership with their caregivers and key school staff. This is in line with our policy of working with students and families to ensure the best possible educational outcome for the student. For students to make an informed decision on their senior schooling pathway, it is imperative that they are aware of the options available and possible pathways post Year 10.

Before you begin looking at which subjects and courses you may choose, it is important that you consider your hopes and dreams for the future. You need to consider future career pathways as well as likely study options. Such deliberation should lead you to design for yourself a course that best suits your needs. Burnside State High School is a school that is prepared to work collaboratively with students, parents and other providers.

The Senior Curriculum Guide describes some common pathway options as well as explaining some of the terminology associated with senior study. The Senior Guide provides you with a succinct description of each subject and course including content, course structure, the possible pathways available, learning objectives, and types of assessment.

Smaller, Smarter, Safer underpins everything we do at Burnside State High School, and we offer a range of subjects covering a diverse range of interests with our core values of care, consideration and co-operation ensuring we have created a productive learning environment. Our subject range, combined with excellent teachers, facilities and resources and a wide range of learning experiences, provide many opportunities for every student to experience success and to develop multiple pathways to the future.

The range of subjects and pathways available allows you to select:
- academic subjects that prepare you for university entrance, school-based distance education or virtual schooling
- vocational subjects that prepare you for direct entry to the workforce or for further education and training at a TAFE college
- a combination of both
- a school-based traineeship/apprenticeship to complement any of the pathways above

The school acknowledges that 21st century students are challenged to develop skills that are transferable for the learning environment that is continually changing. We are therefore willing to discuss any options your child may be considering and will, in consultation with stakeholders, assist students to choose an appropriate course of study.

Burnside State High School will provide you with many opportunities to build the foundations to your future, but ultimately the responsibility for your success rests with you.

The senior phase of learning isn't easy, but with good personal organisation, self-discipline, and good work and study habits, you can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

I trust that you will enjoy the challenges of senior schooling and that you will reap the benefits for your future. If we work together, you will gain that "competitive edge" that you need and find your "Pathway to Success". Burnside State High School is the only state high school on the Sunshine Coast that has in most years had 100% of students leave with an ATAR, QCE, QCIA and VET qualification.

Smaller, Smarter, Safer. That's Burnside State High School.

Kerri Dunn
Principal

Senior certification and qualifications

Students studying at Burnside State High School may exit Year 12 with one or more of the following documents and or qualifications:

Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Statement of results

- Queensland Certificate of Education (QCE)

- Queensland Certificate of Individual Achievement (QCIA)

(For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep)

- Vocational Education and Training (VET) qualification

- Australian Tertiary Admission Rank (ATAR)

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Vocational Education and Training (VET)

All VET courses, whether provided through the school or another Registered Training Organisation (RTO), deliver nationally accredited and recognised qualifications. Students can access VET programs through the school if it:

- is a registered training organisation (RTO)

- has a third-party arrangement with an external provider who is an RTO

- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Upon completing a certificate or diploma students will be issued with a qualification by the relevant RTO. Where a qualification is partially completed, students will be issued with a Statement of Attainment listing units of competency attained.

Australian Tertiary Admission Rank (ATAR) eligibility

ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or

- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Senior Education and Training (SET) Plan

Queensland Year 10 students develop a SET Plan in partnership with their parents and the school.

The SET Plan maps out a student's plan of action for his or her further education and training after Year 10.

The SET Plan is updated as necessary and may be shared with other learning providers when required.

At Burnside State High School, SET planning is a key component of the school's career education program culminating at the end of Term 3.

During the course of SET planning, students (and parents) may:

- have the opportunity to attend various university and training organisation open days, along with career and tertiary study expos;

- meet with a number of employers and industry representatives as part of the school's Career Development activities;

- participate in classroom and online activities exploring personal abilities, interests, career opportunities, and learning/training pathways;

- complete a week-long block of work experience; and,

- meet with the key school staff to help guide SET Plan Development, culminating in Year 11/12 subject selection.

Subject selection process

In order to develop a subject selection at Burnside State High School, all students are asked to initially complete a subject survey to gauge their needs and interest in all the subjects offered. Students in Years 11 and 12 will study six subjects. In the Subject Survey students are asked to choose any six subjects which must include a Mathematics and English subject. The table below shows the range of subjects initially offered to students in 2021. Subjects will not run without a sufficient number of students selecting them and through the subject selection process explained below these subject offerings will be reduced.

General	Applied subjects	VET
Ancient History* Biology* Business* Chemistry* Digital Solutions* Drama* English* English & Literature Extension Film, Television & New Media* General Mathematics* Health Japanese* Legal Studies* Marine Science* Mathematical Methods* Modern History* Music* Physical Education Physics* Psychology Specialist Mathematics* Visual Art*	Dance in Practice Drama in Practice Early Childhood Studies Essential English Essential Mathematics Furnishing Skills Industrial Graphics Skills Industrial Technology Skills Media Arts in Practice Social & Community Studies Sport & Recreation Visual Arts in Practice	Certificate II in Engineering Pathways (Blue Dog Training) Certificate II in Hospitality (Smart Skill) Certificate II in Kitchen Operations (TAFE) Certificate II in Tourism Certificate III in Aviation Certificate III in Business (Binnacle) Certificate III in Fitness (Binnacle) Certificate III in Music Dual Certificate II in Health Support Services and Certificate III in Health Services Assistance (Connect 'n' Grow)

Key: * Year 11 subjects with a Year 10 Foundation subject. Foundation subjects are prerequisite subjects for the Year 11 subjects.

Note: Extension Literature and English will be offered to Year 12 students in 2021. Students must be studying English, and it is highly recommended they have achieved a B or higher.

From this subject survey a final overview of student preferences will be organised to determine a subject structure which meets the needs of the majority of our students. This subject selection will be organised into six lines that show the groups of subjects running at one time that students can select from. An English and a Mathematics subject is compulsory. As well as SET planning informing a student's subject selections, there are also recommendations and prerequisites that need to be considered when making subject selections.

Prerequisite for choosing Year 11 General Subjects

- If students select any Year 11 General subject (see list above), students **must** have received a pass in General English in Year 10.

- If students studied Essential English or Essential Mathematics in Year 10 they **should not** select from the General subjects listed above. If students have studied Essential English or Essential Mathematics and want to select from the General subjects they must meet with the Guidance Officer to discuss pathways.

- For General subjects (refer to subject list) that have a pre-requisite or Year 10 foundation subject (shown by*), it is **highly recommended** the student has passed the Year 10 foundation subject.

Recommendation for ATAR eligible students

An Australian Tertiary Admission Rank (ATAR) is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

If students choose an **ATAR eligible subject selection** it is **highly recommended** that they received an 'A' or 'B' in their Year 10 English and General Mathematics (or a passing grade in Mathematical Methods).

Senior subjects

Burnside State High School offers three types of senior subject syllabuses developed by the QCAA — General, Applied and Extension. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses

In addition to literacy and numeracy, General syllabuses are underpinned by:

* 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

* applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

* community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

* core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA

- common to all schools

- delivered to schools by the QCAA

- administered flexibly in Unit 3

- administered under supervised conditions

- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Burnside State High School general and applied senior subjects

		General	Applied
	Mathematics	**General** • General Mathematics • Mathematical Methods • Specialist Mathematics	**Applied** • Essential Mathematics
	English	**General** • English • English & Literature Extension	**Applied** • Essential English
	Humanities	**General** • Ancient History • Business • Legal Studies • Modern History	**Applied** • Social & Community Studies
	Technologies	**General** • Digital Solutions	**Applied** • Furnishing Skills • Industrial Graphics Skills • Industrial Technology Skills
	Health & Physical Education	**General** • Health • Physical Education	**Applied** • Early Childhood Studies • Sport and Recreation
	Science	**General** • Biology • Chemistry • Marine Science • Physics • Psychology	
	Languages	**General** • Japanese	
	The Arts	**General** • Drama • Film, Television & New Media • Music • Visual Art	**Applied** • Dance in Practice • Drama in Practice • Media Arts in Practice • Visual Arts in Practice

Note: VET subjects are not shown

General Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Mathematical Methods

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Specialist Mathematics

General senior subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions, and prove propositions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

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

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

Student **must** also be studying Mathematical Methods in conjunction with Specialist Mathematics.

It is **highly recommended** the student has passed Mathematical Methods in Year 10.

Essential Mathematics

Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • 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

English

General senior subject

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

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

Essential English

Applied senior subject

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- use appropriate roles and relationships with audiences

- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning

- explain how language features and text structures shape meaning and invite particular responses

- select and use subject matter to support perspectives

- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts

- make mode-appropriate language choices according to register informed by purpose, audience and context

- use language features to achieve particular purposes across modes.

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

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

Literature

General senior subject

Students who enjoy and do well at English might consider choosing an additional English subject called Literature. This subject 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.

In Literature, students will study:

- introduction to literary studies
- texts and culture
- literature and identity
- independent explorations

Pathways

Studying Literature supports lifelong learning across a wide range of contexts. Students will find immediate improvement in their English results or any subject that requires prolonged reading and writing. They will become expert writers and researchers. As a result, they will fit easily into University. This is a good subject for students considering law, English teaching, writing, journalism or other careers which centre on reading and writing.

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 writer, speaker, singer, 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 affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other – genre, concepts and contexts • Ways literary texts connect with each other – style and structure • Creating analytical and imaginative texts	**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

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Prerequisite

Student **must** be on an ATAR pathway and have received an A or B in Year 10 General English. This is a difficult subject and students must have a real love and ability for reading and writing. They must provide evidence of a strong work ethic and excellent behaviour.

Year 12 Opportunity

At the end of Year 11, students may choose to change from Literature into a Year 12 only subject called English and Literature Extension.

English & Literature Extension

General senior subject

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s

- demonstrate understanding of different theoretical approaches to exploring meaning in texts

- demonstrate understanding of the relationships among theoretical approaches

- apply different theoretical approaches to literary texts to develop and examine interpretations

- analyse how different genres, structures and textual features of literary texts support different interpretations

- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions

- use textual features in extended analytical responses to create desired effects for specific audiences

- evaluate theoretical approaches used to explore different interpretations of literary texts

- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them

- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading • Readings and defences • Complex transformation and defence	**Exploration and evaluation** • Extended academic research paper • Application of theory

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — reading and defence	20%	Summative internal assessment 3 (IA3): • Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): • Extended response — complex transformation and defence	20%	Summative external assessment (EA): • Examination — theorised exploration of unseen text	25%

Ancient History
General senior subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	**Personalities in their time**	**Reconstructing the ancient world**	**People, power and authority**
• Digging up the past	• Hatshepsut	• Thebes — East and West, 18th Dynasty Egypt	Schools choose one study of power from:
• Ancient societies — Slavery	• Akhenaten	• The Bronze Age Aegean	• Ancient Egypt — New Kingdom Imperialism
• Ancient societies — Art and architecture	• Xerxes	• Assyria from Tiglath Pileser III to the fall of the Empire	• Ancient Greece — the Persian Wars
• Ancient societies — Weapons and warfare	• Perikles	• Fifth Century Athens (BCE)	• Ancient Greece — the Peloponnesian War
• Ancient societies — Technology and engineering	• Alexander the Great	• Philip II and Alexander III of Macedon	• Ancient Rome — the Punic Wars
• Ancient societies — The family	• Hannibal Barca		• Ancient Rome — Civil War and the breakdown of the Republic
	• Cleopatra		
	• Agrippina the Younger		
	• Nero		
	• Boudica		
	• Cao Cao		

Unit 1	Unit 2	Unit 3	Unit 4
• Ancient societies — Beliefs, rituals and funerary practices.	• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	• Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades	QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — 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%

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Business

General senior subject

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

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

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

Pathways

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

Structure

Objectives

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

- describe business environments and situations

- explain business concepts, strategies and processes

- select and analyse business data and information

- interpret business relationships, patterns and trends to draw conclusions

- evaluate business practices and strategies to make decisions and propose recommendations

- create responses that communicate meaning to suit purpose and audience.

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

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Legal Studies

General senior subject

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

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

Note: This course is undertaken following the Alternate Sequence Syllabus. As a result, Unit 1 and Unit 2 will alternate with Unit 3 and Unit 4 in relation to content covered.

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Modern History

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world	**Movements in the modern world**	**National experiences in the modern world**	**International experiences in the modern world**
• Australian Frontier Wars, 1788–1930s	• Australian Indigenous rights movement since 1967	• Australia, 1914–1949	• Australian engagement with Asia since 1945
• Age of Enlightenment, 1750s–1789	• Independence movement in India, 1857–1947	• England, 1707–1837	• Search for collective peace and security since 1815
• Industrial Revolution, 1760s–1890s	• Workers' movement since the 1860s	• France, 1799–1815	• Trade and commerce between nations since 1833
• American Revolution, 1763–1783	• Women's movement since 1893	• New Zealand, 1841–1934	• Mass migrations since 1848
• French Revolution, 1789–1799	• May Fourth Movement in China, 1919	• Germany,1914–1945	• Information Age since 1936
• Age of Imperialism, 1848–1914	• Independence movement in Algeria, 1945–1962	• United States of America, 1917–1945	• Genocides and ethnic cleansings since 1941
		• Soviet Union, 1920s–1945	• Nuclear Age since 1945
		• Japan, 1931–1967	• Cold War, 1945–1991
		• China, 1931–1976	
		• Indonesia, 1942–1975	

Unit 1	Unit 2	Unit 3	Unit 4
• Meiji Restoration, 1868–1912		• India, 1947–1974 • Israel, 1948–1993	
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • 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 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • 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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — 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%

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Social & Community Studies

Applied senior subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills

- recognise and explain the ways life skills relate to social contexts

- explain issues and viewpoints related to social investigations

- organise information and material related to social contexts and issues

- analyse and compare viewpoints about social contexts and issues

- apply concepts and ideas to make decisions about social investigations

- use language conventions and features to communicate ideas and information, according to purposes

- plan and undertake social investigations

- communicate the outcomes of social investigations, to suit audiences

- appraise inquiry processes and the outcomes of social investigations.

Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
- Personal skills — Growing and developing as an individual - Interpersonal skills — Living with and relating to other people - Citizenship skills — Receiving from and contributing to community	- The Arts and the community - Australia's place in the world - Gender and identity - Health: Food and nutrition - Health: Recreation and leisure	- Into relationships - Legally, it could be you - Money management - Science and technology - Today's society - The world of work

Assessment

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

- one project or investigation

- one examination

- no more than two assessments from each technique.

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

Digital Solutions

General senior subject

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

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

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

Pathways

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

Objectives

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

- recognise and describe elements, components, principles and processes

- symbolise and explain information, ideas and interrelationships

- analyse problems and information

- determine solution requirements and criteria

- synthesise information and ideas to determine possible digital solutions

- generate components of the digital solution

- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed Mathematical Methods in Year 10.

Furnishing Skills

Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

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

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

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

- describe industry practices in manufacturing tasks

- demonstrate fundamental production skills

- interpret drawings and technical information

- analyse manufacturing tasks to organise materials and resources

- select and apply production skills and procedures in manufacturing tasks

- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt production processes

- create products from specifications

- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
- Industry practices - Production processes	- Cabinet-making - Furniture finishing - Furniture-making - Glazing and framing - Upholstery

Assessment

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

- at least two projects

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

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

Industrial Graphics Skills

Applied senior subject

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

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

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

- describe industry practices in drafting and modelling tasks

- demonstrate fundamental drawing skills

- interpret drawings and technical information

- analyse drafting tasks to organise information

- select and apply drawing skills and procedures in drafting tasks

- use language conventions and features to communicate for particular purposes

- construct models from drawings

- create technical drawings from industry requirements

- evaluate industry practices, drafting processes and drawings, and make recommendations.

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
- Industry practices - Drafting processes	- Building and construction drafting - Engineering drafting - Furnishing drafting

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

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

Industrial Technology Skills

Applied senior subject

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

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

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

Pathways

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

Structure

Objectives

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

- describe industry practices in manufacturing tasks

- demonstrate fundamental production skills

- interpret drawings and technical information

- analyse manufacturing tasks to organise materials and resources

- select and apply production skills and procedures in manufacturing tasks

- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt production processes

- create products from specifications

- evaluate industry practices, production processes and products, and make recommendations.

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course

- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structures
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical

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

Assessment

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

- at least two projects

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

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

Health

General senior subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

- recognise and describe information about health-related topics and issues

- comprehend and use health approaches and frameworks

- analyse and interpret information about health-related topics and issues

- critique information to distinguish determinants that influence health status

- organise information for particular purposes

- investigate and synthesise information to develop action strategies

- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Road safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

Physical Education

General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

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

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

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

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

Early Childhood Studies

Applied senior subject

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood

- explain concepts and ideas of practices of early childhood learning.

- analyse concepts and ideas of the fundamentals and practices of early childhood learning

- apply concepts and ideas of the fundamentals and practices of early childhood learning

- use language conventions and features to communicate ideas and information for specific purposes

- plan and justify play-based learning activities responsive to children's needs

- evaluate play-based learning activities in response to children's needs

- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
- Fundamentals of early childhood - Practices in early childhood	- Play and creativity - Literacy and numeracy skills - Being in a safe place - Health and physical wellbeing - Indoor and outdoor learning environments

Assessment

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

- two projects

- two other assessments.

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

Sport & Recreation

Applied senior subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities

- describe concepts and ideas about sport and recreation using terminology and examples

- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities

- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities

- manage individual and group sport and recreation activities

- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities

- use language conventions and textual features to achieve particular purposes

- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities

- evaluate the effects of sport and recreation on individuals and communities

- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations

- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
- Sport and recreation in the community - Sport, recreation and healthy living - Health and safety in sport and recreation activities - Personal and interpersonal skills in sport and recreation activities	- Active play and minor games - Challenge and adventure activities - Games and sports - Lifelong physical activities - Rhythmic and expressive movement activities - Sport and recreation physical activities

Assessment

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

- one project (annotated records of the performance is also required)

- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: - written: 500–900 words - spoken: 2½–3½ minutes - multimodal: 3–6 minutes - performance: 2–4 minutes.*	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal: 4–7 minutes.	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal: 4–7 minutes.	2–4 minutes*	60–90 minutes 50–250 words per item

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

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Prerequisite

Student **must** have received a pass in General English in Year 10.

Student **must** have received a pass in Core Science in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Chemistry
General senior subject

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Prerequisite

Student **must** have received a pass in General English in Year 10.

Student **must** have received a pass in Core Science in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Marine Science

General senior subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Prerequisite

Student **must** have received a pass in General English in Year 10.

Student **must** have received a pass in Core Science in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Physics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Prerequisite

Student **must** have received a pass in General English in Year 10.

Student **must** have received a pass in Core Science in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Psychology

General senior subject

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

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

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Japanese

General senior subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Japanese 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 Japanese to understand information, ideas, opinions and experiences

- identify tone, purpose, context and audience to infer meaning, values and attitudes

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives

- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions

- structure, sequence and synthesise information to justify opinions, ideas and perspectives

- use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers and friends • Lifestyle and leisure • Education	私達のまわり **Exploring our world** • Travel • Technology and media • The contribution of Japanese culture to the world	私達の社会 **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	私の将来 **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Film, Television & New Media

General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- explain the features of moving-image media content and practices

- symbolise conceptual ideas and stories

- construct proposals and construct moving-image media products

- apply literacy skills

- analyse moving-image products and contexts of production and use

- structure visual, audio and text elements to make moving-image media products

- experiment with ideas for moving-image media products

- appraise film, television and new media products, practices and viewpoints

- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	**Story forms** • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	**Participation** • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	**Identity** • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Music

General senior subject

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

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

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

Pathways

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

Objectives

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

- Demonstrate technical skills
- Explain music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- resolve music ideas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored:	**Identities** Through inquiry learning, the following is explored:	**Innovations** Through inquiry learning, the following is explored:	**Narratives** Through inquiry learning, the following is explored:
How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Visual Art

General senior subject

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

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

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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

Objectives

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

- implement ideas and representations

- apply literacy skills

- analyse and interpret visual language, expression and meaning in artworks and practices

- evaluate art practices, traditions, cultures and theories

- justify viewpoints

- experiment in response to stimulus

- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes

- realise responses to communicate meaning.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisite

Student **must** have received a pass in General English in Year 10.

It is **highly recommended** the student has passed the Year 10 foundation subject.

Visual Arts in Practice

Applied senior subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
- Visual mediums, technologies, techniques - Visual literacies and contexts - Artwork realisation	- 2D - 3D - Digital and 4D - Design - Craft

Assessment

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

- at least two projects, with at least one project arising from community connections

- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: • a product component: variable conditions • at least one different component from the following – written: 500–900 words – spoken: 2½–3½ minutes – multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Dance in Practice

Applied senior subject

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Structure

Objectives

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

- recall terminology, concepts and ideas associated with dance

- interpret and demonstrate the technical and expressive skills required for dance genres

- explain dance and dance works

- apply dance concepts and ideas through performance and production of dance works

- analyse dance concepts and ideas for particular purposes, genres, styles and contexts

- use language conventions and features to achieve particular purposes

- generate, plan and modify creative processes to produce dance works

- create communications and make decisions to convey meaning to audiences

- evaluate dance works.

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

Core	Electives
• Dance performance • Dance production • Dance literacies	• Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Assessment

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

- at least one project, arising from community connections

- at least one performance, separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

The Project in Dance in Practice requires:
• a dance performance: 1½ – 2 minutes
• at least one other component from the following
  – written: 500–900 words
  – spoken: 2½–3½ minutes
  – multimodal
    ▪ non-presentation: 8 A4 pages max (or equivalent)
    ▪ presentation: 3–6 minutes
• product: variable conditions.
	• Dance performance: 2–3 minutes
	• Production performance: variable conditions
	• Teaching performance: variable conditions
		• Design solution and folio: variable conditions
		• Choreographic work: 2–3 minutes
			Presented in one of the following modes:
			• written: 600–1000 words
			• spoken: 3–4 minutes
			• multimodal
			  – non-presentation: 10 A4 pages max (or equivalent)
			  – presentation: 4–7 minutes.
				Presented in one of the following modes:
				• written: 600–1000 words
				• spoken: 3–4 minutes
				• multimodal
				  – non-presentation: 10 A4 pages max (or equivalent)
				  – presentation: 4–7 minutes.

Drama in Practice

Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

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

- identify and explain dramatic principles and practices

- interpret and explain dramatic works and dramatic meanings

- demonstrate dramatic principles and practices

- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works

- analyse the use of dramatic principles and practices to communicate meaning for a purpose

- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes

- plan and modify dramatic works using dramatic principles and practices to achieve purposes

- create dramatic works that convey meaning to audiences

- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

The Drama in Practice course is designed around core and elective topics.

Core	Electives	
• Dramatic principles • Dramatic practices	• Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Playbuilding	• Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

Assessment

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

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

At least two different components from the following:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  – non-presentation: 8 A4 pages max (or equivalent)
  – presentation: 3–6 minutes
• performance onstage (stage acting)
  – 2–4 minutes: individual
  – 1½–3 minutes: group
• performance onstage (screen acting)
  – 2–3 minutes: individual
  – 1½–2 ½ minutes: group
• performance offstage (directing, designing)
  – 4–6 minutes: individual (excluding actors delivering text)
• workshop performance (other): variable conditions
• product: variable conditions.
	• acting performance (stage)
	  – 3–5 minutes: individual
	  – 2–4 minutes: group
	• acting performance (screen)
	  – 2½–3½ minutes: individual
	  – 2–3 minutes: group
	• directing performance
	  – 5–7 minutes: individual (excluding actors delivering text)
		• variable conditions	Presented in one of the following modes:
			• written: 600–1000 words
			• spoken: 3–4 minutes
			• multimodal
			  – non-presentation: 10 A4 pages max (or equivalent)
			  – presentation: 4–7 minutes.
				Presented in one of the following modes:
				• written: 600–1000 words
				• spoken: 3–4 minutes
				• multimodal
				  – non-presentation: 10 A4 pages max (or equivalent)
				  – presentation: 4–7 minutes.

Media Arts in Practice

Applied senior subject

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.
-

Structure

The Media Arts in Practice course is designed around core and elective topics.

Core	Electives
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

At least two different components from the following:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  – non-presentation: 8 A4 pages max (or equivalent)
  – presentation: 3–6 minutes
• product: variable conditions.
	• variable conditions	Presented in one of the following modes:
		• written: 600–1000 words
		• spoken: 3–4 minutes
		• multimodal
		  – non-presentation: 10 A4 pages max (or equivalent)
		  – presentation: 4–7 minutes.
			Presented in one of the following modes:
			• written: 600–1000 words
			• spoken: 3–4 minutes
			• multimodal
			  – non-presentation: 10 A4 pages max (or equivalent)
			  – presentation: 4–7 minutes.

Queensland Curriculum and Assessment Authority

VET Subjects

These subjects contain competency based vocational modules and may include "on the job" training

NATIONALLY RECOGNISED TRAINING

VET DISCLAIMER

"The school must have certain teachers and equipment to run the courses advertised in this section. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications but it may incur a fee. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements. Late enrolment in a VET course means that a training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment."

'Information correct at time of publication but subject to change'

Certificate II in Tourism SIT20116

VET Qualification

Burnside State High School 30245

Certificate II in Tourism provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered, or a combination of both.

This qualification reflects the role of individuals who use a defined and limited range of operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

Pathways

This qualification can provide pathways to tourism and travel industry sectors including work in retail travel agencies, office assistant for a small tour operator, retail assistant or ride attendant in an attraction, office assistant in a range of tourism or travel related businesses.

Duration

2 years

Work Placement

Optional but highly recommended

Structure

Students will study a range of competencies for this certificate, with the successful completion of 11 competencies will see the awarding of the certificate.

Competencies studied will come from the following available competencies as determined by the current teacher.

Unit	Title	Competency
SITTIND003	Source and use information on the tourism and travel industry	Core
SITXWHS005	Participate in safe work practices	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SIRXCOM001	Communicate in the workplace to support team and customer	Elective
SITXCCS001	Provide customer information and assistance	Elective
SITXCOM001	Source and present information	Elective
SITXCCS002	Provide visitor information	Elective
BSBSUS201	Participate in environmentally sustainable practices	Elective
BSBITU201	Produce simple word-processed documents	Elective
BSBTEC303	Create electronic presentations	Elective

Entry Requirements

A sound level of achievement (C) in Year 10 English and Business Studies would be an advantage. Students will be required to attend field trips/excursions that will involve assessment. These excursions occur each year and will be an additional cost above the subject fee for each trip.

Assessment

Assessment may include:
- Product/portfolios/written assessment
- Case studies
- Observations with checklists
- Questioning/role plays

Information correct at time of publication but subject to change

Certificate III in Business BSB30120

VET Qualification

Binnacle Training 31319

BSB30120 Certificate III in Business is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve up to 8 QCE credits. Graduates will be able to use their Certificate III in Business:

- 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); and
- to improve their chances of gaining tertiary entrance

Pathways

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

- Administration Officer
- Customer Service Assistant
- Duty Manager

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

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit
www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

Duration

2 years

Work Placement

Nil

Structure

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills – including leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities.

- Working in a team
- Critical thinking skills
- Creating electronic presentations
- Producing business documents
- Delivering customer service

Unit	Title	Competency
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
BSBPEF301	Organise personal work priorities	L (GROUP B)
BSBXTW301	Work in a team	L (GROUP C)
BSBTEC311	Design and produce business documents	L (GROUP A)
BSBWRT311	Write simple documents	L (GROUP A)
BSBTEC303	Create electronic presentations	L (GROUP A)
BSBOPS304	Deliver and monitor a service to customers	L (GROUP D)
FNSFLT311	Develop and apply knowledge of personal finances	E

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).

Entry Requirements

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

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.

Assessment

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. All assessment tasks and resources are online and each term has a specific number of assessment tasks. A range of teaching/learning strategies will be used to deliver the competencies. These include:

● Practical tasks

● Hands-on activities involving customer service

● Group projects

● e-Learning projects

● Evidence contributing towards competency will be collected throughout the course

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

IMPORTANT Program Disclosure Statement (PDS)	*This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit:* **http://www.binnacletraining.com.au/rto.php** *and select 'RTO Files'.*

Information correct at time of publication but subject to change

Certificate II in Engineering Pathways MEM20413

VET Qualification

Blue Dog Training Pty Ltd 31193

The aim of this course is to:

- Provide initial training for prospective employees in the Engineering (Manufacturing) Industry
- Provide students with a body of knowledge that is fundamental to an understanding of the broad range of technological experiences that can be built upon to keep pace with changing technology in the Engineering Industry
- Equip students with practical skills that can be carried into various facets of the Engineering Industry
- Promote safety awareness in all facets of the course
- Enhance students' knowledge and use of machinery and tools

The emphasis is on skill development, knowledge and the application of the knowledge in a practical situation.

Certificate II in Engineering is coordinated by an external Registered Training Organisation (RTO), Blue Dog Training PTY LTD.

Pathways

In this subject, students have the opportunity to undertake tasks in the area of Engineering which will lead into various occupations in the metal trades and manufacturing industries e.g. fitting and turning, boiler making, machining and automotive industries.

Duration

2 years

Work Placement

Nil

Structure

Students will study a range of competencies for this certificate. The successful completion of 12 competencies will see the awarding of the certificate

Unit	Title	Competency
MEM13014A	Apply principles of occupational health and safety in the work environment	Core
MSMENV272	Participate in environmentally sustainable work practices	Core
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	Core
MEMPE006A	Undertake a basic engineering project	Core
MEM16008A	Interact with computing technology	Elective
MEM18001C	Use hand tools	Elective
MEMPE002A	Use electric welding machines	Elective
MEM18002B	Use power tools/hand held operations	Elective
MEM16006A	Organise and communicate information	Elective
MEMPE003A	Use oxy-acetylene and soldering equipment	Elective
MSAPMSUP106A	Work in a team	Elective
MEMPE001A	Use engineering workshop machines	Elective

Entry Requirements

Year 10 Engineering Studies would be an advantage but is not necessary.

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

Assessment

Each term students are required to complete practical tasks combined with online learning modules related to specific tasks. These tasks are all approved by Blue Dog Training and must be completed to gain certificate.

- Practical Exercises/Projects
- Online Learning Modules

Information correct at time of publication but subject to change

Certificate II in Hospitality SIT20322

VET Qualification

Smart Skill 5710

Certificate II in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework.

This qualification reflects the role of individuals working front of house in hospitality venues, preparing and serving food and beverages to customers.

Pathways

This course will assist students to gain employment in food and beverage careers in the Hospitality Industry, focussing on front of house positions such as waitressing, restaurant management, bar service, coffee making.

Duration

2 years

Work Placement

Mandatory - 12 service periods

Structure

Students will study a range of competencies for this certificate. The successful completion of 12 competencies will see the awarding of the certificate.

Unit	Title	Competency
BSBTWK201	Work effectively with others	Core
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygienic practices for food safety (*pre-requite unit for other competencies)	Elective
SITHCCC024	Prepare and present simple dishes	Elective
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
SITHFAB027	Serve food and beverage	Elective

Entry Requirements

There are no entry requirements for this qualification.

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

Assessment

Assessment may include:
- Practical performance – individual and team work activities and excursion reports
- Verbal or written questioning checklist
- Industry placement for a minimum of 12 shifts (mandatory)
- Report from workplace supervisor

Information correct at time of publication but subject to change

Certificate II in Kitchen Operations SIT20416

VET Qualification

TAFE Queensland 0275

Certificate II in Kitchen Operations is a nationally recognised qualification that complies with the Australian Qualification Framework.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.

Located on the grounds of Maroochydore State High School, the Coastal Cookery Centre was developed out of a partnership between Burnside SHS, Maroochydore SHS, Nambour SHS, local industry and organisations **to train high quality students in the field of commercial cookery**. The program is designed for those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry (Back of House).

Commitment to completion of this Certificate II involves the completion of 12 service periods in the Trade Training Centre and/or workplace. The course will run on Thursdays from 9am – 2:30pm (excluding exam blocks).

Pathways

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care facilities and hospitals.

Note: This course runs from the Trade Training Centre located on the grounds of Maroochydore State High School.

Duration

1 year

Work Placement

Mandatory - 12 service periods

Students can participate in a range of functions or their casual employment (Back of House – BOH)

Structure

Students will complete 13 units (8 core units + 5 elective units). The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of the qualification.

Unit	Title	Competency
BSBWOR203	Work effectively with others	Core
SITHCCC001	Use food preparation equipment	Core
SITHCCC005	Prepare dishes using basic methods of cookery	Core
SITHCCC011	Use cookery skills effectively	Core
SITHKOP001	Clean kitchen premises and equipment	Core
SITXFSA001	Use hygienic practices for food safety	Core
SITXINV002	Maintain the quality of perishable items	Core
SITXWHS001	Participate in safe work practices	Core
TLIEI005	Carry out basic workplace calculations	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITHCCC006	Prepare appetisers and salads	Elective
SITHCCC004	Package prepared foodstuffs	Elective
SITHCCC007	Prepare stocks, sauces and soups	Elective

Entry Requirements

There are no entry requirements for this qualification.

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

Evidence gathering methods include:
- Direct observation checklist
- Product resulting from an activity
- Direct verbal or written questioning checklist
- Reports from workplace supervisor

Information correct at time of publication but subject to change

Certificate III in Aviation AVI30419 (Remote Pilot)

VET Qualification

Burnside State High School 30245

Certificate III in Aviation provides a pathway to work in many fields that have an application for the use of drone technology. Remote Pilot is in the Engineering and Related Technologies Field. For more information about this kind of career, you can explore aviation.

Pathways

This qualification can provide pathways to work in industries including film and TV, search and rescue, military, construction management, engineering and design. It can lead to higher education in the form of University degrees in Aviation or Engineering.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

Duration

2 years

Work Placement

Nil

Structure

Students will study a range of competencies for this certificate, with the successful completion of 14 competencies will see the awarding of the certificate.

Competencies studied will come from the following available competencies as determined by the current teacher and qualification packaging rules.

Unit	Title	Competency
AVIF0021	Manage human factors in remote pilot aircraft systems operations	Core
AVIH0006	Navigate remote pilot aircraft systems	Core
AVIW0028	Operate and manage remote pilot aircraft systems	Core
AVIW0004	Perform operational inspections on remote operated systems	Core
AVIY0052	Control remote pilot aircraft systems on the ground	Core
AVIY0023	Launch, control and recover a remotely piloted aircraft	Core
AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations	Core
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations	Core
AVIE0003	Operate aeronautical radio	Elective (A)
AVIF0034	Apply aviation work health and safety procedures	Elective (A)
AVIY0027	Operate multi-rotor remote pilot aircraft systems	Elective (B)
AVIW0006	Perform infrastructure inspections using remote operated systems	Elective (C)
AVIY0026	Conduct aerial application operations using remote pilot operated systems	Elective (C)

Entry Requirements

Operational flight crew are to satisfy General and Aviation English Language Proficiency (ELP) requirements as directed by aviation regulatory authorities.

It is expected that students have completed the Foundation for Senior Drones and Modern Flight subject in Year 10.

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed within 10 projects.

Evidence gathering methods include:

- Direct flight observation
- Reports and folios of work
- Verbal or written questioning
- Drone systems build report

Information correct at time of publication but subject to change

Certificate III in Fitness SIS30321

VET Qualification

Binnacle Training 31319

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

Upon successful completion students will achieve a maximum 8 QCE credits.

Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

Duration

2 years

Work Placement

Nil

Structure

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients.

This program also includes the following:

- First Aid qualification and CPR certificate
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.

Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions.

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

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.

Unit	Title	Competency
HLTWHS001	Participate in workplace health and safety	Core
HLTAID011	Provide First Aid	Core
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	Core
BSBOPS304	Deliver and monitor a service to customers	Core
BSBPEF301	Organise personal work priorities	Core
SISFFIT035	Plan group exercise sessions	Core
SISFFIT036	Instruct group exercise sessions	Core
SISFFIT032	Complete pre-exercise screening and service orientation	Core
SISFFIT033	Complete client fitness assessments	Core
SISFFIT052	Provide healthy eating information	Core
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	Elective
SISXEMR001	Respond to emergency situations	Elective
SISXIND001	Work effectively in sport, fitness and recreation environments	Elective
BSBSUS211	Participate in workplace health and safety	Elective

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.

Assessment

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

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

Evidence contributing towards competency will be collected throughout the course. All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).

IMPORTANT **Program Disclosure Statement (PDS)**	*This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.*

Information correct at time of publication but subject to change

Certificate II in Health Support Services HLT23215

VET Qualification

Connect 'n' Grow® 40518

Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the basic skills for a career in health and social services as well as providing a pathway for those wishing to pursue further study in these fields. Skills acquired in this course include first aid, communication, conducting basic health checks, infection control, working with diverse people and working in teams.

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

Pathways

This qualification may credit toward various Certificate III's including:
• Certificate III Health Support Assistance
• Certificate III Individual Support (Disability and Aged Care)

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate II to contribute towards their ATAR. For further information please visit

www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

Duration

This is a 1 year course, typically delivered in Year 11, on site and in partnership with Connect 'n' Grow®.

Work Placement

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.

Structure

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

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

Students will be provided with every opportunity to complete these qualifications. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all 14 units of competency will be awarded these qualifications 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.

Unit	Title	Competency
HLTWHS001	Participate in workplace health and safety	Core
BSBWOR202	Organise and complete daily work activities	Elective
BSBINM201	Process and maintain workplace information	Elective
HLTINF001	Comply with infection prevention and control policies and procedures	Core
HLTHSS003	Perform general cleaning tasks in a clinical setting	Elective
HLTHSS005	Undertake routine stock maintenance	Elective
CHCCOM005	Communicate and work in health or community services	Core
BSBCUS201	Deliver a service to customers	Elective
CHCCOM001	Provide first point of contact	Elective
CHCCCS010	Maintain a high standard of service	Elective
CHCCCS020	Respond effectively to behaviours of concerns	Elective
CHCDIV001	Work with diverse people	Core

Entry Requirements

There are no entry requirements for this qualification.

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

Assessment

Assessment is competency based. Assessment techniques include:

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

Information correct at time of publication but subject to change

Certificate III in Health Services Assistance HLT33115

VET Qualification

Connect 'n' Grow® 40518

Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway for those wishing to pursue further study in these fields. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

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

Pathways

Potential options may include:
• Various Certificate IV qualifications
• Diploma of Nursing
• Bachelor Degrees (B. Nursing)
• Certificate III Individual Support
• Entry level employment within the health industry

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate II to contribute towards their ATAR. For further information please visit

www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

Duration

This is a 2 year course (including the entry requirements) delivered in Year 11 and 12 on site and in partnership with Connect 'n' Grow®.

Work Placement

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.

Structure

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

• Face-to-face training
• Practicals
• Online learning

Students will be provided with every opportunity to complete these qualifications. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded these qualifications 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.

Unit	Title	Competency
HLTAAP001	Recognise healthy body systems	Core
BSBMED301	Interpret and apply medical terminology	Core
CHCCCS015	Provide individualised support	Elective
BSBWOR301	Organise personal work priorities and development	Core
HLTAID011	Provide first aid	Elective
HLTAID009	Provide cardiopulmonary resuscitation	Elective
BSBMED303	Maintain patient records	Elective
CHCCCS009	Facilitate responsible behaviour	Elective
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Elective

Entry Requirements

It is expected that students have completed the Certificate II in Health Support Services in Year 11 before enrolling into the Certificate III course.

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

Assessment

Assessment is competency based. Assessment techniques include:

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

Information correct at time of publication but subject to change

Certificate III in Music CUA30915

VET Qualification

Burnside State High School 30245

The course is studied over a period of four (4) semesters in Years 11 and 12. Students will be supplied with a student study guide and assessment outline giving details of all assessment items and lessons.

Music has attributes that help students gain many skills in their creative, academic and social development. This course allows students to develop a multiplicity of skills through the following experiences:

- Learning and developing skills on a musical instrument
- Developing and updating knowledge related to the contemporary music industry
- Communicating and expressing musical ideas through song writing
- Learning and developing performance skills
- Developing safety awareness in the music industry
- Expanding musical knowledge through listening
- Recording own songs/compositions in a studio environment
- Studying career opportunities in music
- Developing and promoting their own image
- Appreciating the relationship between music and technology

Pathways

Composer, performer, classroom music teacher, private instrumental teacher, sound engineer (live sound), studio engineer, artistic administrator, music journalist, musicologist

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance

Duration

2 years

Work Placement

Nil

Structure

Students will study a range of competencies for this certificate.

Unit	Title	Competency
CUACMP311	Implement copyright arrangements	Core
CUAIND313	Work effectively in the music industry	Core
CUAIND314	Plan a career in the creative arts industry	Core
CUAMCP311	Create simple musical compositions	Elective
CUAMCP313	Create simple musical pieces using music technology	Elective
CUAMPF212	Incorporate music technology into performance	Elective
CUAMPF213	Perform simple repertoire in ensembles	Elective
CUAMPF311	Develop technical skills in performance	Elective
CUAMPF312	Prepare for musical performances	Elective
CUAMPF313	Contribute to backup accompaniment as part of a group	Elective
CUAMPF314	Make music demos	Elective

Entry Requirements

Prior to enrolment students must be able to demonstrate one or more of the following:

- Experience in classroom or instrumental music
- Undertaken music as a subject in junior school
- Extra-curricular experience in music outside of school
- Completed Certificate II in Creative Industries (Music)

Assessment

Assessment for the course is outlined in the student study guide and assessment outline booklet. Methods of assessment will vary with each module and may include:

- Practical assignments
- Written assignments
- Oral presentations
- Log book
- Recordings
- Formal tests
- Homework tasks
- Online tests
- Performances

N.B. If a student joins the course after it has commenced they will only be partly credited.

Information correct at time of publication but subject to change