

# SENIOR SUBJECT SELECTION GUIDE 2024



**SHALOM  
COLLEGE**  
PROVIDING OUTSTANDING FUTURES

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# Introduction

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All young people in Queensland are required to complete Year 10 and then participate in further education or training. Specifically, the *Youth Participation in Education and Training Act 2003*:

- makes it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first
- requires young people to then participate in education and training for a further two years, or until they have gained a Queensland Certificate of Education, or until they have gained a Certificate III vocational qualification, or until they have turned 17
- provides exemptions for young people who enter full-time work after they have either completed Year 10 or turned 16.

Success in this Senior phase of learning is very important in opening up opportunities for further study or for employment. This success can only be attained by an appropriate selection of subjects, skilful time management, setting of priorities and conscientious application to study.

There will be many demands made on students' time during the next two years. Students will need to balance schoolwork with family commitments, possible part-time employment, recreation and other important activities. The successful student is inevitably the one who has clear and realistic goals, who has the support, encouragement and determination to achieve them, and who manages time and priorities well.

In approaching the Senior phase of learning we would hope that parents have spoken to their sons/daughters about the next two years. Expectations of the use of time, involvement in social functions, interaction with electronic and social media, participation in extra-curricular activities (including sport) and completing an adequate amount of homework are all important points to discuss over and above subject choice.

The Senior Subject Selection Guide assists students commencing Year 11 and their parents/carers to identify an appropriate collection of subjects. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings as well as Certificate courses that students may plan to complete at school.

# Senior Education Profile

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Students in Queensland are issued with a **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: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-for-year-12-students>

## STATEMENT OF RESULTS

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. Results for all completed studies are recorded in a student's learning account after schools and other learning providers report them to the QCAA and we are satisfied that they are final.

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland's senior secondary schooling qualification. To receive a QCE, students **must achieve the set amount of learning, at a set standard, in a set pattern, while meeting literacy and numeracy requirements.** Students may be eligible for a QCE at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate after finishing Year 12, through the completion of additional learning such as vocational education and other training courses or traineeships. Once eligible, students will be issued a QCE in the following July or December. A student's learning accounts remain open for nine years. For more information visit: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce>

## 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. For more information visit: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia>

## STUDENT LEARNING ACCOUNTS

Senior students can access their learning account to view their progress and check their results through the myQCE website. Students in Year 12 will access their final subject results and Senior Education Profile (SEP) via their learning account in the Student Portal on the myQCE website. For more information visit: <https://myqce.qcaa.qld.edu.au/>

# Senior Subjects

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Shalom College offers students two types of QCAA senior subject syllabuses — General and Applied.

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.

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.

## 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.

## VOCATIONAL EDUCATION AND TRAINING (VET)

Students can access VET programs through the school as it:

- has a third-party arrangement with providers who are Registered Training Organisations (see subject information)
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

# Australian Tertiary Admission Rank (ATAR) Eligibility

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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. <https://www.qtac.edu.au/>

Students will need to register and create an account with QTAC to receive their ATAR score and complete a QTAC application to undertaken tertiary study after Year 12. <https://www.qtac.edu.au/atar/>

## 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.

**Shalom College offers three of these subjects: English, Essential English and Literature.**

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.

# General Syllabuses

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## 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.

## ASSESSMENT

### Units 1 and 2 assessments

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Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments will 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 will 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

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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

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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

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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

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## 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 courses 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.

# Certificate Courses

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Certificate courses are competency-based and offer students opportunities to learn and demonstrate their learning in a variety of ways. For the several Certificate courses offered at Shalom College, details are provided in the following pages about the structure, learning and assessment within the course.

Please note that these courses are subject to **extra costs** listed alongside the subject descriptions. However, where there is an indication of VET in Schools (VETis) arrangements, this means that one of these courses would be fully-funded for eligible students (those who have not used VETis funding already). Further courses would likely be subject to the costs listed within the course information. Exceptions apply and should be discussed with the Pathways Coordinator at Shalom.

## Choosing Senior Subjects

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Before starting:

- Be realistic and honest about interests and abilities
- Find out about career pathways and have a few choices in mind before selecting subjects
- If uncertain, select subjects to provide breadth and keep a variety of options open

Generally, students are advised to select subjects:

- Which they enjoy
- In which they have demonstrated ability
- Which are needed to satisfy entry, prerequisite or assumed knowledge requirements for future courses of study
- Which are needed to help future career goals

Before proceeding with subject selection, ensure you:

- Read the course descriptions in this guide and consider: content; activities; resources; and materials used in the subject
- Talk to Learning Area Coordinators and teachers to gain a deeper understanding of subject demands and your chance of success in the subjects
- Participate fully in the Personal Futures program

While subjects offered at Shalom College are listed in this Guide, it must be noted that:

- Not all subjects available in Queensland are offered at Shalom College
- Some subjects offered may not proceed if the number selecting the subject is too small
- Not all combinations may be possible: at Shalom the preferences of the entire cohort inform subject 'lines'
- **Students will select and study a minimum of six subjects**
- **The selection must include a Religion subject, an English subject and a Mathematics subject**
- It is expected that senior students will commit to a minimum of 2<sup>1</sup>/<sub>2</sub> to 3 hours of homework at least five times a week. This totals 12-15 hours of study per week. Success in any subject cannot be expected without this commitment to study outside school hours. This may increase dependant on individual assessment schedules.



# Subject Summary

\*Compulsory subject: students must select one subject from each Learning Area

LEARNING AREA	GENERAL SYLLABUS	APPLIED SYLLABUS	CERTIFICATE COURSE
<b>*Religious Education</b>  <i>Mrs Trish Ingall</i>	<ul style="list-style-type: none"> <li>• Study of Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Religion and Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate III/IV in Christian Ministry and Theology</li> </ul>
<b>*English</b>  <i>Mrs Louise Hume</i>	<ul style="list-style-type: none"> <li>• English</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Essential English</li> </ul>	
<b>*Mathematics</b>  <i>Mr Graham O'Shanesy</i>	<ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Mathematics</li> </ul>	
<b>Business Education</b>  <i>Dr Stacey Cowan</i>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business</li> <li>• Legal Studies</li> </ul>		<ul style="list-style-type: none"> <li>• Certificate III in Business</li> </ul>
<b>Hospitality</b>  <i>Mr Shaun Cameron</i>	<ul style="list-style-type: none"> <li>• Food and Nutrition</li> </ul>		<ul style="list-style-type: none"> <li>• Certificate II in Hospitality</li> </ul>
<b>Humanities</b>  <i>Mrs Stephanie Ray</i>	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Geography</li> <li>• Modern History</li> </ul>	<ul style="list-style-type: none"> <li>• Social and Community Studies</li> <li>• Tourism</li> </ul>	
<b>Industrial Technology and Design</b>  <i>Mr Tim Ragdale</i>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Furnishing Skills</li> <li>• Industrial Technology Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate I in Construction</li> <li>• Certificate II in Engineering Pathways</li> </ul>
<b>ICT, Digital Solutions and Media Studies</b>  <i>Dr Stacey Cowan</i>	<ul style="list-style-type: none"> <li>• Digital Solutions</li> <li>• Film, Television and New Media</li> </ul>	<ul style="list-style-type: none"> <li>• Information and Communication Technology</li> </ul>	
<b>Languages</b> <i>Mrs Simone Wilson</i>	<ul style="list-style-type: none"> <li>• Japanese</li> </ul>		
<b>Performing Arts</b>  <i>Mrs Louise McSherry</i>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Music</li> </ul>		
<b>Physical Education</b>  <i>Mrs Melinda Pearson</i>	<ul style="list-style-type: none"> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Sport and Recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate II in Sport and Recreation</li> <li>• Certificate III in Fitness</li> </ul>
<b>Sciences</b>  <i>Ms Larissa Scoles</i>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate II in Health Support Services; Certificate III in Health Services Assistant</li> <li>• Certificate II Sampling and Measurement; Certificate III Laboratory Skills</li> </ul>
<b>Visual Art</b> <i>Mr Chris Johnstone</i>	<ul style="list-style-type: none"> <li>• Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts in Practice</li> </ul>	

# SUBJECT PREREQUISITES

All senior syllabuses identify learning within the Australian Curriculum P-10 as a prerequisite. At Shalom, it is expected that students electing to study certain subjects will have demonstrated a minimum level of learning by Year 10. The table below identifies these prerequisite achievements.

YEAR 11 SUBJECT	YEAR 10 ACHIEVEMENT PREREQUISITE (MINIMUM STANDARD)
<b>Accounting</b>	C standard overall in English (EN02); C standard in General Mathematics (MA02) desirable but not essential
<b>Ancient History</b>	C standard overall in History (HU02)
<b>Biology</b>	C standard in Science B (SC03) and Mathematical Methods (MA03) OR B standard in Science A (SC02) and General Mathematics (MA02) AND a C standard overall in English (EN02)
<b>Business</b>	C standard overall in English (EN02)
<b>Chemistry</b>	C standard in Science B (SC03) and Mathematical Methods (MA03) OR A standard in Science A (SC02) and General Mathematics (MA02) AND a C standard overall in English (EN02)
<b>Dance</b>	C standard overall in English (EN02)
<b>Design</b>	C standard overall in English (EN02)
<b>Digital Solutions</b>	C standard overall in English (EN02)
<b>Drama</b>	C standard overall in English (EN02)
<b>Engineering</b>	C standard overall in Mathematical Methods (MA03); C standard overall in English (EN02)
<b>English</b>	C standard overall in English (EN02)
<b>Film, Television &amp; New Media</b>	C standard overall in English (EN02)
<b>Food &amp; Nutrition</b>	C standard overall in English (EN02)
<b>General Mathematics</b>	C standard overall in General Mathematics (MA02)
<b>Geography</b>	C standard overall in History (HU02); C standard overall is desirable in General Mathematics (MA02) and Science A (SC02)
<b>Japanese</b>	C standard overall in English (EN02) and Japanese (JA01)
<b>Legal Studies</b>	C standard overall in English (EN02)
<b>Literature</b>	C standard overall in English (EN02)
<b>Mathematical Methods</b>	B standard overall in Mathematical Methods (MA03)
<b>Modern History</b>	C standard overall in History (HU02)
<b>Music</b>	C standard overall in English (EN02)
<b>Physical Education</b>	C standard overall in English (EN02); C standard in 10PE03 desirable but not essential
<b>Physics</b>	C standard in Science B (SC03) and Mathematical Methods (MA03) OR A standard in Science A (SC02) and General Mathematics (MA02) AND a C standard overall in English (EN02)
<b>Psychology</b>	C standard in Science B (SC03) and Mathematical Methods (MA03) OR A standard in Science A (SC02) and General Mathematics (MA02) AND a C standard overall in English (EN02)
<b>Specialist Mathematics</b>	B standard overall in Mathematical Methods (MA03); C standard overall in 10 Specialist Mathematics (MA04) is desirable
<b>Study of Religion</b>	C standard overall in English (EN02)
<b>Visual Art</b>	C standard overall in English (EN02)

Any student selecting a General subject must recognise the literacy demands of such subjects, not least in the External Assessment task. **As such, Year 10 Essential English is not considered adequate preparation for General subjects.** Achieving a **C standard or better in the study of English (EN02) in Year 10 is considered the minimum prerequisite to ensure adequate preparation to study a General subject in Year 11.** If your child is studying Year 10 Essential English, please discuss possible General subject choices with the relevant Learning Area Coordinator before subject selection.

# Study of Religion | **general senior subject**

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

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

## STRUCTURE

### UNIT 1

Sacred texts and religious writings

- Sacred texts
- Abrahamic traditions

### UNIT 2

Religion and ritual

- Lifecycle rituals
- Calendrical rituals

### UNIT 3

Religious ethics

- Social ethics
- Ethical relationships

### UNIT 4

Religion, rights and the nation-state

- Religion and the nation-state
- Religion and human rights

## 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

Summative internal assessment 1 (IA1): 25%  
Examination — extended response  
Length: 800-1000 words

Summative internal assessment 2 (IA2): 25%  
Investigation — inquiry response  
Length: 1500-2000 words

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Investigation — inquiry response  
Length: 1500-2000 words

Summative external assessment (EA): 25%  
Examination — short response  
Length: 800-1000 words

# Religion & Ethics | applied senior subject

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews. Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues.

In this course of study, students investigate and critically reflect on the role and function of religion and ethics in society to communicate principles and ideas relevant to their lives and the world. Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st-century literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts.

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

## PATHWAYS

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

## OBJECTIVES

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

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

## STRUCTURE

The Religion & Ethics course is designed to be flexible to suit the school context. Across Years 11 and 12, the school will deliver 4 of the following units of work:

- A - Australian Identity
- B - Social Justice
- C – Meaning Purpose and Expression
- D – World Religions and Spiritualities
- E – Peace
- F – Sacred Stories

## ASSESSMENT

Each unit of study will have two (2) pieces of assessment. An A–E result is recorded for each piece submitted.

In Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result.

The following forms of assessment instrument will be used across the course of study in this subject:

## INVESTIGATION

Students complete an investigation that includes locating and using Information beyond students' own knowledge and the data they have been given.

This task requires students to:

- investigate a question, opportunity or issue
- complete an investigation and produce a response, including
  - refining the question, opportunity or issue

- explaining principles and practices related to the question, opportunity or issue
- examining information about the question, opportunity or issue
- determining and comparing options
- making a decision that informs a response to the question, opportunity or issue, based on reasons and evidence
- communicating to a chosen audience (written: up to 1000 words)

## PROJECT

This task requires students to examine a religious, spiritual or ethical view for a given scenario.

Students will be required to:

- develop a project that -
  - explains principles or practices related to an issue
  - examines information about the issue
  - Determines and compares suitable options
  - Justifies a decision in response to the issue
  - Communicates for an audience
- appraise the project -
  - including the plan, processes and outcomes
  - to explain improvements that could be made to the project

## EXTENDED RESPONSE

A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

This task requires students to provide a response, including:

- explaining principles and practices
- examining a stimulus related to social justice
- communicating to a chosen audience (up to 1000 words)

## 10741NAT Certificate III or 10742NAT Certificate IV in Christian Ministry & Theology | VET

Compass or Compass Plus

### REGISTERED TRAINING ORGANISATION

Institute of Faith Education  
(RTO Number 31402)

The Certificate III or IV in Christian Ministry and Theology is a nationally accredited qualification offered by the Institute of Faith Education (IFE) in partnership with Shalom College. It is designed to be relevant for high school students and gives you the opportunity to study and reflect on your own beliefs and ethics and develop vital study and employability skills.

### STUDENT SELECTION

Sound comprehension skills and verbal communication skills are required to address the requirements of assessment.

**QCE CREDITS** 8 maximum

### PATHWAYS

As a nationally accredited Certificate III and IV, Compass/ Compass Plus supports your transition to employment, vocational and higher education including providing direct entry into some university courses. For further information contact IFE.

### JOB ROLE

Employment within the Catholic or wider Christian sector such as education, health care, social services and aged care, including careers in business or management. The course builds far reaching generic skills that are relevant to careers in any sector, including critical and creative thinking, communication, teamwork, problem solving, social intelligence and customer service skills.

### DELIVERY

A variety of practical learning activities develop skills for the workplace.

### RECOGNITION OF PRIOR LEARNING

Students may apply for Recognition of Prior Learning (RPL) for specific units of competency if current knowledge and skills can be provided and verified.

### CREDIT TRANSFER

Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment.

### LEARNING SUPPORT

Assistance with language, literacy and numeracy is available and may be provided in consultation with the course teacher.

### BENEFITS OF THE COURSE

- Compass or Compass Plus delivers great content that is applicable to life, employment and further study.
- A nationally recognised and accredited qualification that contributes up to 8 credits towards the QCE. It can also contribute to the ATAR.
- A completed Certificate III or IV can provide direct entry to university.
- Improves chances of employment post school and/or university.
- Contemporary and relevant to current issues in the Australian community.
- A course highly valued by learners: Of more than 500 students surveyed in 2019 and 2020, 96% said they were satisfied with the course. 90% said they would recommend it to others. Students said the course focused on relevant skills, that they learnt to work with people and to plan and manage their own work, and that the course prepared them well for work.

### ASSESSMENT

As a vocational education training course, assessment is competency-based. There are no exams. Assessment includes, for example, practical projects, short written or verbal responses, team activities, presentations and creative learning tasks.

### COURSE OVERVIEW

#### MODULE 1 – COMMUNITY

- Consider the values and beliefs that shape Catholic communities and explore how they apply in your own school
- Learn teamwork and problem solving skills in your practical project.

#### MODULE 2 – THE STORY

- The Bible is one of the most influential books in the world. In this module you will learn to understand it better and will discuss its relevance today.
- Develop your teamwork, project management and communication skills in the practical project.

#### MODULE 3 – CHOICES

- Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact on life.
- Understand the importance of service learning and develop your skills at communicating your ideas.

#### MODULE 4 – THE EDGE

- Reflect on your life journey and explore the big questions in life.
- Articulate your own vision to support your future pathway.

### COST

\$720 per student for the whole qualification. Same fee applies irrespective of whether the student completes the course at the level of 10741NAT Certificate III in Christian Ministry and Theology or at the level of 10742NAT Certificate IV in Christian Ministry and Theology. Shalom College will subsidise these fees on **successful completion**, reducing the cost to a total of \$360 for the course.

# 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

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

### UNIT 2

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

### UNIT 3

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

### UNIT 4

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

Summative internal assessment 1 (IA1): 25%  
Extended response — written response for a public audience. Length: 1000-1500 words (may be accompanied by digital elements appropriate to the type of publication).

Summative internal assessment 2 (IA2): 25%  
Extended response — persuasive spoken response. Spoken: 5-8mins; may use multimodal/digital components; may be live or pre-recorded.

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Extended response — imaginative written response. Length: 800-1000 words.  
Examination

Summative external assessment (EA): 25%  
Examination — analytical written response  
Length: 800-1000 words.

# Literature | general senior subject

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## PATHWAYS

A course of study in Literature 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

Introduction to literary studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

### UNIT 2

Texts and culture

- 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

### UNIT 3

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

### UNIT 4

Independent explorations

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts  
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

Summative internal assessment 1 (IA1): 25% Examination — analytical written response. Length: 800-1000 words.

Summative internal assessment 2 (IA2): 25% Extended response — imaginative spoken/multimodal response.

Length: spoken 5-8mins

Multimodal, 6-9mins (must include at least two modes, one of which must be spoken/signed)

### UNIT 4

Summative internal assessment 3 (IA3): 25% Extended response — imaginative written response. Length: 1500-2000 words.

Summative external assessment (EA): 25% Examination — analytical written response Length: 800-1000 words.

# 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

Language that works

- Responding to a variety of texts used in and developed for a work context
- Creating multimodal and written texts

### UNIT 2

Texts and human experiences

- Responding to reflective and nonfiction texts that explore human experiences
- Creating spoken and written texts

### UNIT 3

Language that influences

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence

### UNIT 4

- Representing and popular culture texts

- Responding to popular culture texts
- Creating representations of Australian identities, 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

Summative internal assessment 1 (IA1):  
Extended response — spoken/signed response. Length: 4-6 mins

Summative internal assessment 2 (IA2):  
Common internal assessment (CIA)  
Length: written 400-600 words  
Examination

### UNIT 4

Summative internal assessment 3 (IA3):  
Extended response — Multimodal response  
Length: 4-6 mins

Summative internal assessment (IA4):  
Extended response — Written response  
Length: written 500-800 words



# 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 practical contexts that equip 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

Money, measurement and relations

- Consumer arithmetic
- Shape and measurement
- Linear equations and their graphs

### UNIT 2

Applied trigonometry, algebra, matrices and univariate data

- Applications of trigonometry
- Algebra and matrices
- Univariate data analysis

### UNIT 3

Bivariate data, sequences and change, and Earth geometry

- Bivariate data analysis
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

### UNIT 4

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

Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task. Length: 10 pages (max 2000 words)

Summative internal assessment 2 (IA2): 15% Examination

### UNIT 4

Summative internal assessment 3 (IA3): 15% Examination

Summative external assessment (EA): 50% Examination. Paper 1 (30%), Paper 2 (20%)

# 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

Algebra, statistics and functions

- Arithmetic and geometric sequences and series 1
- Functions and graphs
- Counting and probability
- Exponential functions 1
- Arithmetic and geometric sequences and series 2

### UNIT 2

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

### UNIT 3

Further calculus

- The logarithmic function 2
- Further differentiation and applications 2
- Integrals

### UNIT 4

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

Summative internal assessment 1 (IA1): 20%  
Problem-solving and modelling task  
Length: 10 pages (max 2000 words)

Summative internal assessment 2 (IA2): 15%  
Examination

### UNIT 4

Summative internal assessment 3 (IA3): 15%  
Examination

Summative external assessment (EA): 50%  
Examination. Paper 1 (25%), Paper 2 (25%)

# Specialist Mathematics | **general senior subject**

## *Requires selection with Mathematical Methods*

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

Specialist Mathematics is designed for students who are confident in their mathematical knowledge and ability, and have a positive view of themselves as mathematical 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 develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and reasoning.

## **PATHWAYS**

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

## **OBJECTIVES**

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

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

## **STRUCTURE**

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

### **UNIT 1**

Combinatorics, vectors and proof

- Combinatorics
- Vectors in the plane
- Introduction to proof

### **UNIT 2**

Complex numbers, trigonometry, functions and matrices

- Complex numbers 1
- Trigonometry and functions
- Matrices

### **UNIT 3**

Mathematical induction, and further vectors, matrices and complex numbers

- Proof by mathematical induction
- Vectors and matrices
- Complex numbers 2

### **UNIT 4**

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**

Summative internal assessment 1 (IA1): 20%  
Problem-solving and modelling task  
Length: 10 pages (max 2000 words)

Summative internal assessment 2 (IA2): 15%  
Examination

### **UNIT 4**

Summative internal assessment 3 (IA3): 15%  
Examination

Summative external assessment (EA): 50%  
Examination. Paper 1 (25%), Paper 2 (25%)

# 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

Number, data and graphs

- Fundamental topic: Calculations
- Number
- Representing data
- Graphs

### UNIT 2

Money, travel and data

- Fundamental topic: Calculations
- Managing money
- Time and motion
- Data collection

### UNIT 3

Measurement, scales and data

- Fundamental topic: Calculations
- Measurement
- Scales, plans and models
- Summarising and comparing data

### UNIT 4

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. The results from each of the assessments are used to determine an overall subject result (A-E).

## SUMMATIVE ASSESSMENTS

### UNIT 3

Summative internal assessment 1 (IA1):

Problem-solving and modelling task

Length: 8 pages (max 1000 words)

Summative internal assessment 2 (IA2):

Common internal assessment (CIA)

### UNIT 4

Summative internal assessment 3 (IA3):

Problem-solving and modelling task

Length: 8 pages (max 1000 words)

Summative external assessment (IA4):

Examination

# Accounting | general senior subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They then use this knowledge in tasks of greater complexity to synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, make and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

## PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

## OBJECTIVES

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

## STRUCTURE

### UNIT 1

Real world accounting

- Accounting for a service business — cash, accounts receivable, accounts payable and no GST
- End-of-month reporting for a service business

### UNIT 2

Management effectiveness

- Accounting for a trading GST business
- End-of-year reporting for a trading GST business

### UNIT 3

Monitoring a business

- Managing resources for a trading GST business — non-current assets
- Fully classified financial statement reporting for a trading GST business

### UNIT 4

- Accounting — the big picture
- Cash management
- Complete accounting process for a trading GST business
- Performance analysis of a listed public company

## 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

Summative internal assessment 1 (IA1): 25% Examination — combination response

- Short response 100-200 words
- Practical application
- Extended response 400-500 words

Summative internal assessment 2 (IA2): 25% Examination — combination response  
Same as IA1

### UNIT 4

Summative internal assessment 3 (IA3): 25% Project — cash management

- Practical response (software)
- Business Report 800-1000 words

Summative external assessment (EA): 25% Examination — short response

- Multiple choice
- Practical response
- Short response (50-250 words each item)

# 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.

## OBJECTIVES

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information

- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

## STRUCTURE

### UNIT 1

Business creation

- Fundamentals of business
- Creation of business ideas

### UNIT 2

Business growth

- Establishment of a business
- Entering markets

### UNIT 3

Business diversification

- Competitive markets
- Strategic development

### UNIT 4

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

Summative internal assessment 1 (IA1): 25% Examination — combination response  
Length: 800-1000 words

Summative internal assessment 2 (IA2): 25% Investigation — business report  
Length: 1500-2000 words

### UNIT 4

Summative internal assessment 3 (IA3): 25% Extended response — feasibility report  
Length: 1500-2000 words

Summative external assessment (EA): 25% Examination — combination response  
Length: 800-1000 words

# BSB30120 Certificate III in Business | VET

## REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

## DELIVERY OVERVIEW

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

This program also includes the following:

- Student opportunities to design for a new product or service as part of the (non-accredited) Entrepreneurship Project - Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

## WHAT DO STUDENTS ACHIEVE?

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

## SKILLS ACQUIRED

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

## COURSE OUTLINE

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

## TOPICS

- Introduction to the Business Services Industry
- Personal Wellbeing in the Workplace
- Organise Personal Work Priorities
- Develop and Apply Knowledge of Personal Finances
- Workplace Health and Safety
- Sustainable Work Practices
- Inclusive Work Practices
- Engage in Workplace Communication
- Work in a Team
- Critical Thinking Skills
- Create Electronic Presentations
- Creating Presentations Using PowerPoint
- Write Simple Documents
- Critical Thinking and Problem Solving

## PROJECTS

- Working in
- Wellbeing in the Workplace
- Knowledge of Personal Finances
- WHS Processes at the 'Go! Regional' Travel Expo
- Inclusivity and Communication in the Workplace
- Critical Thinking at Go! Travel
- Binnacle Boss (Part 1) – Business Proposal
- Binnacle Boss (Part 2) - Market Day / Entrepreneurship Expo

## UNITS OF COMPETENCY

- Support personal wellbeing in the workplace
- Organise personal work priorities
- Develop and apply knowledge of personal finances
- Assist with maintaining workplace safety
- Participate in sustainable work practices
- Engage in workplace communication
- Use inclusive work practices
- Work in a team
- Apply critical thinking skills in a team environment
- Design and produce business documents
- Write simple documents
- Create electronic presentations

- Deliver and monitor a service to customers

## PATHWAYS

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

## COST

\$265.00 = Binnacle Training Fee

- Additional charges at the schools discretion:

## PROGRAM DISCLOSURE STATEMENT

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS).

The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access

Binnacle's PDS, please visit:  
[www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto)

## LANGUAGE, LITERACY AND NUMERACY SKILLS

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



# 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**

Beyond reasonable doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

### **UNIT 2**

Balance of probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

### **UNIT 3**

Law, governance and change

- Governance in Australia
- Law reform within a dynamic society

### **UNIT 4**

Human rights in legal contexts

- Human rights
- The effectiveness of international law
- Human rights in Australian contexts

## **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**

Summative internal assessment 1 (IA1): 25%  
Examination — combination response  
Length: 800-1000 words

Summative internal assessment 2 (IA2): 25%  
Investigation — inquiry report  
Length: 1500-2000 words

### **UNIT 4**

Summative internal assessment 3 (IA3): 25%  
Investigation — argumentative essay  
Length: 1500-2000 words

Summative external assessment (EA): 25%  
Examination — combination response  
Length: 800-1000 words





# Food & Nutrition | general senior subject

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution

- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## STRUCTURE

### UNIT 1

Food science of vitamins, minerals and protein

- Introduction to the food system
- Vitamins and minerals
- Protein
- Developing food solutions

### UNIT 2

Food drivers and emerging trends

- Consumer food drivers
- Sensory profiling
- Labelling and food safety
- Food formulation for consumer markets

### UNIT 3

Food science of carbohydrate and fat

- The food system
- Carbohydrate
- Fat
- Developing food solutions

### UNIT 4

Food solution development for nutrition consumer markets

- Formulation and reformulation for nutrition consumer markets
- Food development process

## 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

Summative internal assessment 1 (IA1): 20% Examination. Length: 800-1000 words

Summative internal assessment 2 (IA2): 25% Project — folio. Length: 10-12 A3 pages

### UNIT 4

Summative internal assessment 3 (IA3): 30% Project — folio. Length: 10-15 A3 pages

Summative external assessment (EA): 25% Examination. Length: 800-1000 words

## SIT20322 Certificate II in Hospitality | VET

Kick-start your career learning the basic skills and knowledge required to begin your journey in the hospitality industry. Collaborate in group work to become employment ready or continue with further study.

This course offers you an introduction to hospitality and develops your skills and knowledge preparing you for your start in the industry. Learn the basic skills to work effectively and safely, discover how to interact with customers, increase your hospitality knowledge and skills and boost your cultural awareness. Successful completion of this course will enable you to continue on to the Certificate III in Hospitality or enter the workforce at an entry level position.

### REGISTERED TRAINING ORGANISATION

TAFE Queensland (RTO Code: 0275)

### QCE CREDITS 4

### ASSESSMENT

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying, including observation, written assessment, questioning, portfolios, work samples and third-party feedback.

### CORE UNITS

- BSBTWK201 Work effectively with others
- SITHIND006 Source and use information on the hospitality industry
- SITHIND007 Use hospitality skills effectively
- SITXCCS011 Interact with customers
- SITXCOM007 Show social and cultural Sensitivity
- SITXWHS005 Participate in safe work practices

### ELECTIVE UNITS

- SITHFAB022 Clean and tidy bar areas
- SITHFAB025 Prepare and serve espresso coffee
- SITHFAB024 Prepare and serve non-alcoholic beverages
- SITXFIN007 Process financial transactions
- SITHFAB021 Provide responsible service of alcohol
- SITXFSA005 Use hygienic practices for food safety

### CAREER & PATHWAY OUTCOMES

- Bar Attendant
- Cafe Attendant
- Catering Assistant
- Food and Beverage Attendant
- Front Office Assistant
- Porter
- Room Attendant

Or further Certificate/Diploma Courses or University.

### COST

The Certificate II in Hospitality is VETiS funded making it fee free for eligible students. This means that if a student is eligible, the course is provided to them fee-free.

# 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

Investigating the ancient world

- Digging up the past
- Ancient Societies

### UNIT 2

Personalities in their time

- Cleopatra
- Nero

### UNIT 3

Reconstructing the ancient world

- Pompeii and Herculaneum
- Fifth-century Athens

### UNIT 4

People, power and authority

- Greece: The Persian Wars
- QCAA will nominate a topic to be the basis of the external examination in 2025.

## 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

Summative internal assessment 1 (IA1): 25% Examination — essay in response to historical sources. Length: 800-1000 words

Summative internal assessment 2 (IA2): 25% Independent source investigation. Length: 1500-2000 words

### UNIT 4

Summative internal assessment 3 (IA3): 25% Investigation — historical essay based on research. Length 1500-2000 words

Summative external assessment (EA): 25% Examination — short responses to historical sources. Length 800-1000 words

# Geography | general senior subject

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

## PATHWAYS

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

## OBJECTIVES

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

- explain geographical processes
- comprehend geographic patterns

- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

## STRUCTURE

### UNIT 1

Responding to risk and vulnerability in hazard zones

- Natural hazard zones
- Ecological hazard zones

### UNIT 2

Planning sustainable places

- Responding to challenges facing a place in Australia
- Managing the challenges facing a megacity

### UNIT 3

Responding to land cover transformations

- Land cover transformations and climate change
- Responding to local land cover transformations

### UNIT 4

Managing population change

- Population challenges in Australia
- Global population change

## 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

Summative internal assessment 1 (IA1): 25%  
Examination — combination response  
Length: 800-1000 words

Summative internal assessment 2 (IA2): 25%  
Investigation — field report  
Length: 1500-2000 words

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Investigation — data report  
Length: 1500-2000 words

Summative external assessment (EA): 25%  
Examination — combination response  
Length: 800-1000 words

# 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

Ideas in the modern world

- Australian Frontier Wars, 1788–1930s
- French Revolution, 1789–1799

### UNIT 2

Movements in the modern world

- Independence movement in Vietnam, 1945–1975
- Anti-Apartheid Movement in South Africa, 1948-1991

### UNIT 3

National experiences in the modern world

- Germany, 1914–1945
- China, 1931–1976

### UNIT 4

International experiences in the modern world

- Terrorism, anti-terrorism and counter-terrorism since 1984
- QCAA will nominate a topic to be the basis of the external examination in 2025.

## 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

Summative internal assessment 1 (IA1): 25% Examination — essay in response to historical sources. Length 800-1000 words (2hrs)

Summative internal assessment 2 (IA2): 25% Independent source investigation. Length: 1500-2000 words

### UNIT 4

Summative internal assessment 3 (IA3): 25% Investigation — historical essay based on research. Length: 1500-2000 words

Summative external assessment (EA): 25% Examination — short responses to historical sources. Length 800-1000 words

# Social & Community Studies | applied senior subject

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject.

The focus on social relationships includes concepts and skills to assist students to engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

## 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:

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

## STRUCTURE

Social & Community Studies is a four-unit course of study. Four of the six QCAA-developed units will be studied.

### Unit Options

- Lifestyle and financial choices
- Healthy choices for mind and body
- Relationships and work environments
- Legal and digital citizenship
- Australia and its place in the world
- Arts and identity

## ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques are:

### PROJECT

Students develop recommendations or provide advice to address a selected issue related to the unit context. They also evaluate the project.

Response requirements:

### Item of communication

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 800 words

### Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

## EXTENDED RESPONSE

Students respond to stimulus related to an issue that is relevant to the unit context.

Response requirements:

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

## INVESTIGATION

Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.

Response requirements:

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

# Tourism | applied senior subject

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the impacts of tourism, client groups and their needs and wants, and sustainable approaches in tourism.

## PATHWAYS

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

## OBJECTIVES

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses

- evaluate projects.

## STRUCTURE

Tourism is a four-unit course of study. Four of the five QCAA-developed units will be studied.

### Unit Options

- Tourism and travel
- Tourism marketing
- Tourism trends and patterns
- Tourism regulation
- Tourism industry and careers

## ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques are:

### INVESTIGATION

Students investigate a unit related context by collecting and examining data and information.

Response requirements:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

### PROJECT

Students develop an information package, promotion, guide, recommendation or product related to a unit context. They also evaluate the project.

Response requirements:

### PRODUCT

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

### EVALUATION

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

# Design | general senior subject

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

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

## STRUCTURE

### UNIT 1

Design in practice

- Experiencing design
- Design process
- Design styles

### UNIT 2

Commercial design

- Explore — client needs and wants
- Develop — collaborative design

### UNIT 3

Human-centred design

- Designing with empathy

### UNIT 4

Sustainable design

- Explore — sustainable design opportunities
- Develop — redesign

## 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

Summative internal assessment 1 (IA1): 15%  
Examination — design challenge

Length: four x A3 pages

Summative internal assessment 2 (IA2): 35%  
Project. Length:

Part A 10–12 A3 pages

Part B one A3 page (max. 400 words)

Part C 2–3 mins spoken + two A3 pages

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Project

Part A 8–10 A3 pages

Part B one A3 page (max 300 words)

Part C one A3 page

Summative external assessment (EA): 25%

Examination — design challenge

Length: four A3 pages



# Engineering | general senior subject

Engineering provides opportunities to develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

Students develop their understanding of the study of mechanics, materials science and control technologies through real-world engineering contexts through engagement in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions by involving the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services.

## PATHWAYS

A course of study in Engineering is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education employment in the field of engineering (civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental). It will also benefit students wishing to pursue careers in architecture, project management, aviation, surveying and spatial sciences.

## OBJECTIVES

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

- recognise and describe engineering problems, knowledge, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## STRUCTURE

### UNIT 1

Engineering fundamentals and society

- Engineering history
- The problem-solving process in Engineering
- Engineering communication
- Introduction to engineering mechanics
- Introduction to engineering materials

### UNIT 2

Emerging technologies

- Emerging needs
- Emerging processes and machinery
- Emerging materials
- Exploring autonomy

### UNIT 3

Statics of structures and environmental considerations

- Application of the problem-solving process in Engineering
- Civil structures and the environment
- Civil structures, materials and forces

### UNIT 4

Machines and mechanisms

- Machines in society
- Materials
- Machine control

## 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

Summative internal assessment 1 (IA1): 25%

Project – folio.

Length:

Part A 7-9 A3 pages or equivalent digital media

Part B 2-3 A4 pages or equivalent digital media

Summative internal assessment 2 (IA2): 25%

Examination 2hrs 10mins

### UNIT 4

Summative internal assessment 3 (IA3): 25%

Project – folio. Same as IA1

Summative external assessment (EA): 25%

Examination 2hrs 10 mins. Length 800-1000 words

# 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

### Core topics

- Industry practices
- Production processes

### Elective topics

- 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 two practical demonstrations (separate to the assessable component of a project).

### Project

A response to a single task, situation and/or scenario.

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.

### Practical demonstration

A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. Students demonstrate production skills and procedures in class under teacher supervision.

# 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.

## OBJECTIVES

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

## STRUCTURE

The Industrial Technology Skills course is designed around:

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

### Core topics

- Industry practices
- Production processes

### Elective topics

- **Aero skills**
  - Aero skills mechanical
  - Aero skills 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 two practical demonstrations (separate to the assessable component of a project).

### Project

A response to a single task, situation and/or scenario.

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.

### Practical demonstration

A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.

Students demonstrate production skills and procedures in class under teacher supervision.



## CPC10120 Certificate I in **Construction** / CPC20220 Certificate II in **Construction Pathways** | **VET**

**Registered training organisation (RTO):**  
**Blue Dog Training (RTO Code: 31193)**  
**www.bluedogtraining.com.au**  
**07 3166 3960**

**QCE POINTS: 4**

### DESCRIPTION

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

### APPLICATION

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

### ELIGIBILITY - COST

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:  
 be currently enrolled in secondary school permanently reside in Queensland be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will not incur a fee for service cost.

### TRAINING & ASSESSMENT DELIVERY

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

### UNITS

CPCCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2005*	Use construction tools and equipment
CPCCOM1014	Conduct workplace communication
CPCCOM2001*	Read and interpret plans and specifications
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
CPCCCA2002*	Use carpentry tools and equipment
CPCCCM2006	Apply basic levelling procedures
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

\*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

# Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

### MORE INFORMATION

More information can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120>  
<https://training.gov.au/Training/Details/CPC20220>



NATIONALLY RECOGNISED  
 TRAINING



# MEM20422 Certificate II in Engineering Pathways | VET

**Registered Training Organisation (RTO):**  
**Blue Dog Training (RTO Code: 31193)**  
**www.bluedogtraining.com.au**  
**07 3166 3960**

**QCE POINTS: 4**

## DESCRIPTION

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

## APPLICATION

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

## ELIGIBILITY - COST

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

## TRAINING AND ASSESSMENT DELIVERY

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training

and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

## CORE

MEM13015	Work safely & effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering & manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices

## ELECTIVE

MEM11011*	Undertake manual handling
MEM16006*	Organise & communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart & re-assemble engineering mechanisms

### Notes:

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

\*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

## MORE INFORMATION

More information about this qualification is available at:  
<https://training.gov.au/Training/Details/MEM20422>

# 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

Creating with code

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions

### UNIT 2

Application and data solutions

- Data-driven problems and solution requirements
- Data and programming techniques
- Prototype data solutions

### UNIT 3

Digital innovation

- Interactions between users, data and digital systems
- Real-world problems and solution requirements
- Innovative digital solutions

### UNIT 4

Digital impacts

- 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

Summative internal assessment 1 (IA1): 20% Investigation — technical proposal. Length: Multimodal 9-11 minutes

Summative internal assessment 2 (IA2): 30% Project — digital solution. Length: 8-10 A3 pages, Video 2-4 mins, Code 4-6 A4 pages

### UNIT 4

Summative internal assessment 3 (IA3): 25% Project — folio. Length: 8-10 A3 pages, Video 1-2 mins, Code 2-4 A4 pages

Summative external assessment (EA): 25% Examination. Length: 800-1000 words

# 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

#### 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?

### UNIT 2

#### 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?

### UNIT 3

#### 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?

### UNIT 4

#### 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

Summative internal assessment 1 (IA1): 15%  
Case study investigation.  
Length: 1000-1500 words

Summative internal assessment 2 (IA2): 25%  
Multi-platform project. Length: Treatment 800-1000 words. Storyboard 12-24 shots, Production 45sec-5mins

### UNIT 4

Summative internal assessment 3 (IA3): 35%  
Stylistic project. Length: Treatment 800-1000 words, Reflective Statement 200-400 words, Production 2-5mins

Summative external assessment (EA): 25%  
Examination — extended response.  
Length: 800-1000 words

# Information and Communication Technology | applied senior subject

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping 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 Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

## OBJECTIVES

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

- identify and reproduce fundamental industry skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools
- use knowledge of industry practices and processes to determine the purpose of ICT products, including product specifications and features
- choose knowledge and skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools
- decide on the combination and order of processes to develop ICT products considering specifications, hardware and software requirements, ethical use, security, and safety of users to sequence processes to industry standards
- examine selected processes to determine their merit, value, or significance in relation to product specifications and appraise products by testing effectiveness and suitability, assessing strengths, implications and limitations using specifications and industry standards
- modify and improve processes and products based on identified strengths, implications and limitations, including amendments to hardware and software, product elements and components to improve alignment with client briefs, conventions and standards required in an industry-specific ICT task

## STRUCTURE

The Information and Communication Technology course is a four-unit course of study designed around four elective units. Students will undertake the following in relation to each unit:

- demonstrate industry practices, skills and processes
- interpret client briefs and technical information to select and sequence processes
- evaluate and adapt processes and products

## Elective topics

- Robotics
- App development
- Audio and video production
- Layout and publishing
- Digital imaging and modelling
- Web development

## ASSESSMENT

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

- at least two product proposals
- at least two projects

## PRODUCT PROPOSAL

Production of a low-fidelity prototype for a product proposal in response to a client brief and technical information including the following response:

- multimodal (at least two modes delivered at the same time) – up to 5 minutes, 8 A4 pages, or equivalent digital media

## PROJECT

Production of a high-fidelity prototype in response to a client brief and technical information including the following response:

- multimodal (at least two modes delivered at the same time) – up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity prototype



# 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

#### 私のくらし

My world

- Family/carers and friends
- Lifestyle and leisure
- Education

### UNIT 2

#### 私達のまわり

Exploring our world

- Travel
- Technology and media
- The contribution of Japanese culture to the world

### UNIT 3

#### 私達の社会

Our society

- Roles and relationships
- Socialising and connecting with my peers
- Groups in society

### UNIT 4

#### 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

Summative internal assessment 1 (IA1): 15%  
Examination — short response

Summative internal assessment 2 (IA2): 30%  
Investigation — Combination response

### UNIT 4

Summative internal assessment 3 (IA3): 30%  
Extended response

Summative external assessment (EA): 25%  
Examination — combination response

**\*Note: this subject may be offered by Distance Education dependent on teacher availability and student numbers.**

# Dance | general senior subject

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

## PATHWAYS

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

## OBJECTIVES

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

## STRUCTURE

### UNIT 1

#### Moving bodies

How does dance communicate meaning for different purposes and in different contexts?

- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - meaning, purpose and context
  - historical and cultural origins of focus genres

### UNIT 2

#### Moving through environments

How does the integration of the environment shape dance to communicate meaning?

- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - physical dance environments including site-specific dance
  - virtual dance environments

### UNIT 3

#### Moving statements

How is dance used to communicate viewpoints?

- Genres:
  - Contemporary
  - at least one other genre
- Subject matter:
  - social, political and cultural influences on dance

### UNIT 4

#### Moving my way

How does dance communicate meaning for me?

- Genres:
  - fusion of movement styles
- Subject matter:
  - developing a personal movement style
  - personal viewpoints and influences on genre

## 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

Summative internal assessment 1 (IA1): 20% Performance. Length 3-4 mins.

Summative internal assessment 2 (IA2): 20% Choreography. Length: 2-4 mins.

Choreographic statement 300-400 words or oral recording 2-3 mins.

### UNIT 4

Summative internal assessment 3 (IA3): 35% Project — dance work.

Choreography/performance 3-4 mins, statement 300-400 words, evaluation 600-800 words

Summative external assessment (EA): 25% Examination — extended response.

Length 800-1000 words

# Drama | **general senior subject**

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

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

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

## **PATHWAYS**

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

## **OBJECTIVES**

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

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

## **STRUCTURE**

### **UNIT 1**

#### **Share**

How does drama promote shared understandings of the human experience?

- cultural inheritances of storytelling
- oral history and emerging practices
- a range of linear and non-linear forms

### **UNIT 2**

#### **Reflect**

How is drama shaped to reflect lived experience?

- Realism, including Magical Realism, Australian Gothic
- associated conventions of styles and texts

### **UNIT 3**

#### **Challenge**

How can we use drama to challenge our understanding of humanity?

- Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
- associated conventions of styles and texts

### **UNIT 4**

#### **Transform**

How can you transform dramatic practice?

- Contemporary performance
- associated conventions of styles and texts
- inherited texts as stimulus

## **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**

Summative internal assessment 1 (IA1): 20% Performance. Length: 3-5 mins

Summative internal assessment 2 (IA2): 20% Project — dramatic concept. Length: maximum 1200 words Digital record 10-12 images

### **UNIT 4**

Summative internal assessment 3 (IA3): 35% Project — practice-led project Length: Performance 3-5 mins Multimodal 5-7 mins

Summative external assessment (EA): 25% Examination — extended response. Length: 800-1000 words

# 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 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

#### Designs

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?

### UNIT 2

#### Identities

Through inquiry learning, the following is explored:

- 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?

### UNIT 3

#### Innovations

Through inquiry learning, the following is explored:

- How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

### UNIT 4

#### Narratives

Through inquiry learning, the following is explored:

- 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

Summative internal assessment 1 (IA1): 20% Performance. Length: Performance 2-3 mins Statement written 200-400 words or Filmed 1-2 mins

Summative internal assessment 2 (IA2): 20% Composition. Length Composition 1 min Statement written 200-400 words or Filmed 1-2 mins

### UNIT 4

Summative internal assessment 3 (IA3): 35% Integrate project.

Length: Multimodal 6-10 mins or Digital

Presentation 10-15 pages/slides.

Composition (at least 1 min) or Performance 2-3 mins with 200-400 word statement

Summative external assessment (EA): 25% Examination. Length: 800-1000 words.

# 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

Motor learning, functional anatomy, biomechanics and physical activity

- Motor learning integrated with a selected physical activity
- Functional anatomy and biomechanics

### UNIT 2

Sport psychology, equity and physical activity

- Sport psychology integrated with a selected physical activity
- Equity — barriers and enablers

### UNIT 3

Tactical awareness, ethics and integrity and physical activity

- Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity
- Ethics and integrity

### UNIT 4

- 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).

### UNIT 3

Summative internal assessment 1 (IA1): 25%  
Project — folio  
Length: folio 9-11 mins, supporting evidence 2-3 mins

Summative internal assessment 2 (IA2): 20%  
Investigation — report.  
Length 1500-2000 words

### UNIT 4

Summative internal assessment 3 (IA3): 30%  
Project — folio. Same as IA1

Summative external assessment (EA): 25%  
Examination — combination response.  
Length: 800-1000 words

# Sport & Recreation | applied senior subject

Sport & Recreation provides students with opportunities to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

## 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

In Sport & Recreation, students have the opportunity to:

- Participate actively in sport and recreation to identify and interpret information about activities and strategies.
- Sort, analyse and review information obtained through investigation to determine appropriate and purposeful activities and strategies.
- Participate in authentic activities and implement strategies to enhance outcomes.
- Make judgements to assess outcomes, implications and/or limitations of authentic activities and strategies and reflect on how outcomes could be enhanced or maintained.

## STRUCTURE

The Sport & Recreation course is a four-unit course of study, where schools have the autonomy to decide which four units they will deliver. These units may be chosen from:

- A – Aquatic recreation
- B – Athlete development & wellbeing
- C – Challenge in the outdoors
- D – Coaching & Officiating
- E – Community recreation
- F – Emerging trends in sport, fitness & recreation
- G – Event management
- H – Fitness for sport & recreation
- I – Marketing & communication in sport & recreation
- J – Optimising performance
- K – Outdoor leadership
- L – Sustainable outdoor recreation

## 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:

- Two performance assessments
- Two project assessments

## PERFORMANCE RESPONSE REQUIREMENTS

Students investigate, plan, perform and evaluation activities & strategies to enhance outcomes.

- **Performance** - Up to 4 minutes
- **Investigation, plan and evaluation** – one of the following:
  - Multimodal – up to 3 minutes, 6 A4 pages, or equivalent digital media
  - Spoken – up to 3 minutes
  - Written – up to 500 words

## PROJECT RESPONSE REQUIREMENTS

Students investigate, plan, perform and evaluation activities & strategies to enhance outcomes.

- **Investigation and Session Plan** – one of the following:
  - Multimodal – up to 3 minutes, 6 A4 pages, or equivalent digital media
  - Spoken – up to 3 minutes
  - Written – up to 500 words
- **Performance** - Up to 4 minutes
- **Investigation, plan and evaluation** – one of the following:
  - Multimodal – up to 3 minutes, 6 A4 pages, or equivalent digital media
  - Spoken – up to 3 minutes
  - Written – up to 500 words



# SIS20115 Certificate II in Sport & Recreation | VET

Sport Specialty Rugby League

## REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

## DELIVERY OVERVIEW

This qualification reflects the role of individuals who assist with the delivery of sport and recreation activities and who complete a range of customer contact duties.

Students participate in the delivery of a range of sport and recreation activities and programs within the school.

Available with a 'General' or 'Sport Specialty' Coaching outcome - NRL

## WHAT DO STUDENTS ACHIEVE?

- SIS20115 Certificate II in Sport and Recreation (Maximum 4 QCE Credits)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- Direct pathway into SIS30115 Certificate III in Sport and Recreation (or SIS30321 Certificate III in Fitness)

## SKILLS ACQUIRED

- Officiating games or school competitions
- Coaching beginner participants to develop fundamental skills
- Effective communication skills
- Providing quality service to participants
- Using digital technologies in sports environments

## COURSE OUTLINE

Combination of classroom and project based learning, online learning (self-study) and practical work-related experience

## TOPICS

- Binnacle Lounge Induction
- Introduction to Coaching Programs
- Introduction to the Sport, Fitness and Recreation (SFR) Industry
- Perform Research and Create a Group Presentation
- Organise and Complete Work Tasks
- Cardio and Conditioning Programs
- Anatomy and Physiology
- The SFR Industry
- Anatomy and Physiology
- First Aid Course: HLTAID011 Provide First Aid

## PROGRAMS

- Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
- SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
- Group Nutrition Presentation: Create and Deliver a Presentation to your Peers
- Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants
- One-on-One Cardio Program
- Group Conditioning Sessions for Adolescent Participants
- Respond to an Emergency Situation: Fire Evacuation Drill
- Coaching Program (Teacher Facilitated): Assist with Delivering Coaching Sessions
- Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants

## UNITS OF COMPETENCY

- Provide First Aid
- Participate in workplace health and safety
- Respond to emergency situations
- Work effectively in sport, fitness and recreation environments
- Assist with activity sessions
- Maintain sport, fitness and recreation industry knowledge
- Provide quality service
- Organise and complete daily work activities
- Use business software applications
- Use digital technologies to communicate in a work environment

- Research using the internet
- Operate application software packages
- Participate in environmentally sustainable work practices

## PATHWAYS

The Certificate II in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community level coach or official e.g. referee.

Students may also choose to continue their study by completing a Certificate III in Sport and Recreation or Fitness.

## COST

\$265.00 per person (+ First Aid \$55.00)

## PROGRAM DISCLOSURE STATEMENT

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto)

**LANGUAGE, LITERACY AND NUMERACY SKILLS**  
A Language, Literacy and 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 and to identify support measures as required.



# SIS30321 Certificate III in Fitness | VET

## REGISTERED TRAINING

### ORGANISATION

Binnacle Training (RTO Code: 31319)

### DELIVERY OVERVIEW

SIS30321 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.

### WHAT DO STUDENTS

#### ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

### SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

### COURSE OUTLINE

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

### TOPICS

- Binnacle Lounge Induction
- The Sport, Fitness and Recreation (SFR) Industry
- Apply Knowledge of Coaching Practices
- Perform Research and Create a Group Presentation
- Organise and Complete Work Tasks
- Cardio and Conditioning Programs
- Anatomy and Physiology
- The SFR Industry
- Anatomy and Physiology
- First Aid Course: HLTAID011 Provide First Aid
- Anatomy and Physiology
- Health and Nutrition Consultations
- Screening and Health Assessments
- Specific Population Clients
- Older Clients
- Specific Populations

### PROGRAMS

- Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
- SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
- Group Nutrition Presentation: Create and Deliver a Presentation to your Peers
- Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants
- One-on-One Cardio Program
- Group Conditioning Sessions for Adolescent Participants
- Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions
- Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants
- One-on-One Gym Program: Adolescent Client
- Conduct Consultations with a Client (Peer)
- Plan and Conduct Sessions (Scenario Clients)
- Fitness Orientation Program: Client Orientation
- Gentle Exercise Program: Participate in Gentle Exercise Sessions
- Mobility Program: Plan and Instruct Mobility Sessions
- Group Exercise and Gym-based One-on-One Sessions: Female and Male Adults aged 18+; and Older adults aged 55+

### UNITS OF COMPETENCY

- Provide First Aid
- Participate in workplace health and safety
- Respond to emergency situations
- Work effectively in sport, fitness and recreation environments
- Maintain sport, fitness and recreation industry knowledge
- Participate in sustainable work practices
- Deliver and monitor a service to customers
- Organise personal work priorities
- Plan group exercise sessions
- Instruct group exercise sessions
- Complete pre-exercise screening and service orientation
- Complete client fitness assessments
- Provide healthy eating information
- Develop and instruct gym-based exercise programs for individual clients
- Use anatomy and physiology knowledge to support safe and effective exercise

### PATHWAYS

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a Group Exercise Instructor or Gym Fitness Instructor. Students may also choose to continue their study by completing a Certificate IV in Fitness or Diploma of Sport at another RTO, or a Bachelor degree at University.

### COST

\$365.00 per person (+ First Aid \$55.00)

### PROGRAM DISCLOSURE STATEMENT

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### LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy and 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 and to identify support measures as required.



# 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

Cells and multicellular organisms

- Cells as the basis of life
- Multicellular organisms

### UNIT 2

Maintaining the internal environment

- Homeostasis
- Infectious diseases

### UNIT 3

Biodiversity and the interconnectedness of life

- Describing biodiversity
- Ecosystem dynamics
- Camp on Konomie Island to collect data for IA2 (cost involved)

### UNIT 4

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

Summative internal assessment 1 (IA1): 10%  
Data test – short answer response to questions

Summative internal assessment 2 (IA2): 20%  
Student experiment.  
Length: Report 1500-2000 words

### UNIT 4

Summative internal assessment 3 (IA3): 20%  
Research investigation.  
Length: Written Report 1500-2000 words or  
Multimodal 9-11 minutes

Summative external assessment (EA): 50%  
Examination. Length: Paper 1 – Multiple choice and short response, Paper 2 – Short response

# 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

Chemical fundamentals — structure, properties and reactions

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions — reactants, products and energy change

### UNIT 2

Molecular interactions and reactions

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

### UNIT 3

Equilibrium, acids and redox reactions

- Chemical equilibrium systems
- Oxidation and reduction

### UNIT 4

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

Summative internal assessment 1 (IA1): 10%  
Data test – short answer responses to questions

Summative internal assessment 2 (IA2): 20%  
Student experiment.  
Length: Written Report 1500-2000 or  
Multimodal 9-11 mins

### UNIT 4

Summative internal assessment 3 (IA3): 20%  
Research investigation. Same as IA2

Summative external assessment (EA): 50%  
Examination. Length: Paper 1 – Multiple choice and short response, Paper 2 – Short response

# 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 matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, 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

Thermal, nuclear and electrical physics

- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits

### UNIT 2

Linear motion and waves

- Linear motion and force
- Waves

### UNIT 3

Gravity and electromagnetism

- Gravity and motion
- Electromagnetism

### UNIT 4

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

Summative internal assessment 1 (IA1): 10%  
Data test – short answer response to questions

Summative internal assessment 2 (IA2): 20%  
Student experiment. Length: Written Report 1500-2000 words or Multimodal 9-11 mins

#### UNIT 4

Summative internal assessment 3 (IA3): 20%  
Research investigation. Same as IA2

Summative external assessment (EA): 50%  
Examination. Length: Paper 1 – Multiple choice and short response, Paper 2 – Short response

# 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 lastly, the contribution of emotion and motivation on the individual behaviour.

Students 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 conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence. They gain an appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour. Students will develop the ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

## 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
- Communicate understandings, findings, arguments and conclusions

## STRUCTURE

### UNIT 1

Individual Development

- Psychological science A
- The role of the brain
- Cognitive development
- Human consciousness and sleep

### UNIT 2

Individual Behaviour

- Psychological science B
- Intelligence
- Diagnosis
- Psychological disorders and treatments
- Emotion and motivation

### UNIT 3

Individual Thinking

- Localisation of function in the brain
- Visual perception
- Memory
- Learning

### UNIT 4

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

Summative internal assessment 1 (IA1): 10%  
Data test. Short answer response to questions

Summative internal assessment 2 (IA2): 20%  
Student experiment.  
Length: Written Report 1500-2000 words or  
Multimodal 9-11mins

### UNIT 4

Summative internal assessment 3 (IA3): 20%  
Research investigation. Same as IA2

Summative external assessment (EA): 50%  
Examination. Length: Paper 1 – Multiple  
choice and short response, Paper 2 – Short  
response

# Aquatic Practices | applied senior subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

**\*This subject will involve a fee for materials & costs for additional optional excursions**

## PATHWAYS

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

## OBJECTIVES

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

## STRUCTURE

Aquatic Practices is a four-unit course of study. Units can be studied at any stage in the course. The school and subject teachers will make decisions on which units to implement based upon resources and expertise. Students are required to participate in a minimum of five hours field work for each unit and to actively engage with both subject matter and community.

Unit options:

A – Aquatic Ecosystems

- biodiversity
- cultural significance of water ways
- management techniques

B – Coastlines and Navigation

- properties of waves and currents
- navigation and communication
- erosion

C – Recreational and Commercial Fishing

- significance of fishing
- fishing techniques
- seafood handling techniques

D – Aquariums and Aquaculture

- aquaculture systems and processes
- maintaining an aquarium
- water testing
- aquaculture products

E – Using the Aquatic Environment

- how humans interact with the aquatic environment
- Aquatic activities e.g. surfing, snorkelling
- Safe, use & maintenance of equipment

F – Marine Vessels

- vessel design
- marine engineering
- mechanical & non-mechanical boat propulsion systems

## ASSESSMENT

The syllabus requires students to engage with two assessment tasks with each unit. There are two types of assessment students will be asked to do.

## Applied Investigation

- Multimodal (up to 7 minutes) or
- Written (up to 1000 words)
- Investigate a research question by collecting, analysing and interpreting primary or secondary information.

## Practical Project

- Students use practical skills to complete a project in response to a scenario
- Product & performance (up to 4 minutes)
- Documented process – multimodal (up to 5 minutes)



# HLT33115 Certificate III in Health Services Assistance | VET

Inclusive of HLT23221 Certificate II in Health Support Services

## REGISTERED TRAINING

### ORGANISATION

IVET Group (RTO Code: 40548)

This certificate allows students to be educated and engaged in the Health Services Industry.

IVET have developed an interactive simulated work environment, which allows students to assume numerous roles and tasks in the health services assistance field.

Throughout the learning process students will have access to a purpose built simulated workplace practice via the 'IVET Super Clinic'. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Health Service Industry.

### STUDENTS ACHIEVE

- Certificate II - Health Support Services (HLT23221)
- Certificate III - Health Services Assistance (HLT33115)
- First Aid and CPR certificate

This course, when combined with four General subjects, may also contribute to your ATAR\* (max. 8 QCE Credits)

### LEARNING AREAS

- Australian health care system
- Interpreting and applying medical terminology
- Healthy body systems
- Assisting with movement
- Communicating with clients
- Infection prevention and control

## JOB OPPORTUNITIES

- Nursing Assistant
- Ward Assistant and Orderly
- Health professional assistants, such as Medical Receptionists and Dental Assistants
- Allied Health Roles

## PATHWAYS TO FURTHER STUDY

- HLT33021 Certificate III in Allied Health Assistance
- HLT33115 Certificate III in Health Services Assistance
- ↓
- HLT43021 Certificate IV in Allied Health Assistance
- HLT47321 Certificate IV in Health Administration
- HLT41120 Certificate IV in Health Care (Ambulance)
- ↓
- Diploma of Nursing, Diploma of Paramedicine and Higher Education

## MORE INFORMATION

Visit

[www.ivetinstitute.com.au/courseguides](http://www.ivetinstitute.com.au/courseguides)

As this course is through a third party provider, there may be additional costs additional to any VETiS funding allocation.

Note: Completion of assessment will require a structured school excursion to a clinical facility, or individual work placement in a clinical environment.

\*Further information on VET in QCE can be found on the Queensland Curriculum and Assessment Authority's website here: <https://myqce.qcaa.qld.edu.au/subjects-and-courses/vocational-education-and-training>

## COST

The Certificate II in Health Support Services is VETiS funded for eligible students. This means that if a student is VETiS funding eligible, the Certificate II portion of the course will be fee-free. All students will pay for the Certificate III portion of the course.

Pricing:

- \$420 for the Cert II (for non-VETiS eligible)
- \$440 for the Cert III
- \$860 total for non-VETiS eligible, and \$440 for VETiS eligible students.



NATIONALLY RECOGNISED  
TRAINING

# MSL 30118 Certificate III in Laboratory Skills | VET

Inclusive of (MSL20118) Certificate II in Sampling and Measurement

## REGISTERED TRAINING

### ORGANISATION

ABC Training (RTO code: 5800)

Laboratory techniques and skills are utilised in many industries. These programs will provide students with the opportunities to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. This qualification provides entry level into a broad range of community occupations and industries, such as, mining, pathology, high school scientific officer, road works and food.

### STUDENTS ACHIEVE

- (MSL20118) Certificate II Sampling and Measurement (Year 11)
- (MSL 30118) Cert III Laboratory Skills (Year 12) – students can select streams appropriate to their field of interest (construction, soil, concrete; mining; high school scientific officer; pathology; environmental and field monitoring; food)

### SKILLS ACQUIRED

- Manipulation of common lab equipment
- Opportunities to present and interpret data
- Critical thinking and knowledge recall
- Scientific Interpretation
- Industry ready skills
- Learn to use and calibrate common measurement instruments

### COURSE OUTLINE

#### MSL20118 Certificate II in Sampling & Measurement

MSL912001	Work within a laboratory or field workplace (induction)
MSL943004	Participate in laboratory or field workplace safety
MSL952001	Collect routine site samples
MSL972001	Conduct routine site measurements
MSL922001	Record and present data
MSL973013	Perform basic tests
MSL933008	Perform calibrations checks on equipment and assist with its maintenance
MSMENV272	Participate in environmentally sustainable work practices

#### MSL30118 Certificate III in Laboratory Skills

MSL913003	Communicate with other people
MSL913004	Plan and conduct laboratory/ field work
MSL933006	Contribute to the achievement of quality objectives
MSL973014	Prepare working solutions
MSL933005	Maintain the laboratory/field workplace fit for purpose

### PATHWAYS TO FURTHER STUDY

#### TERTIARY PATHWAYS

- Medical
- Health Science
- Veterinary
- Environmental
- Engineering
- Bio Tech
- Allied Health

#### Industry PATHWAYS

- Pathology
- Science Technician

- Construction
- Agriculture
- Food

### COST

The Certificate II is fully funded\* by the Qld VET Investment Budget for eligible students. \*Pending eligibility check. If a student is not eligible for VETIS funding a Fee for Service charge of \$1900 is available which includes the enrolment fee.

This program under a fee for service agreement and charged at a minimum of \$100 per unit which includes the enrolment fee.

### MORE INFORMATION

Visit

<https://abctraining.edu.au/courses/laboratory/>

# 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

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

### UNIT 2

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

### UNIT 3

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

### UNIT 4

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

Summative internal assessment 1 (IA1): 15% Investigation — inquiry phase 1. Length: 1000-1500 words or multimodal 7-9mins or digital presentation, 8-10 A4 pages/slides or equivalent timed digital media

Summative internal assessment 2 (IA2): 25% Project — inquiry phase 2

- Student selected media
- Resolved artwork/s
- Artist's statement (max 150 words)
- Annotated illustrations
- Supporting evidence of evaluation (1-4 pages)

#### UNIT 4

Summative internal assessment 3 (IA3): 35% Project — inquiry phase 3

Same as IA2

Summative external assessment (EA): 25% Examination. Length 800-1000 words





## Visual Arts in Practices | **applied senior subject**

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In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

### **PATHWAYS**

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

### **OBJECTIVES**

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

- Use visual arts practices. When making, students use art-making modes, media, technologies and skills to create artworks.
- Plan artworks. When responding, students analyse key features of purpose and context to plan artworks.
- Communicate ideas. When making, students use visual language to create artworks for specific purposes and in specific contexts.
- Evaluate artworks. When responding, students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks.

### **STRUCTURE**

Students will complete four units over the two year course.

#### **UNIT A: LOOKING INWARDS (SELF)**

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In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.

#### **UNIT B: LOOKING OUTWARDS (OTHERS)**

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In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.

#### **UNIT C: CLIENTS**

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In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills

#### **UNIT D: TRANSFORM AND EXTEND**

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In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.

### **ASSESSMENT**

Two assessment instruments must be implemented with each unit.

Assessment in Visual Arts in Practice requires students to:

- plan artworks
- communicate ideas
- evaluate artworks