

# SENIOR SUBJECT SELECTION GUIDE 2021



**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 in Year 11 2021 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: [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## STATEMENT OF RESULTS

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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

## QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

# 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. General subjects include Extension subjects.

## APPLIED SYLLABUSES

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

## UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

### **GENERAL SYLLABUSES**

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

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

### **APPLIED SYLLABUSES**

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

### **VOCATIONAL EDUCATION AND TRAINING (VET)**

Students can access VET programs through the school as it:

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

### **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY**

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

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

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

### **ENGLISH REQUIREMENT**

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

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

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

# 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.

### EXTENSION SYLLABUSES COURSE OVERVIEW

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

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

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

## ASSESSMENT

### Units 1 and 2 assessments

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

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

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

### ASSESSMENT

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

### Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA

- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.
- The CIA is not privileged over the other summative internal assessment.

### **Summative internal assessment — instrument-specific standards**

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

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

## **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'



# Subject Summary

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\*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 S Freeman</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 L 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>Mrs L Briggs</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 S 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 S 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 P Allen</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 N Halford</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 Graphics 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>Mr R Bainbridge</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 S Wilson</i>	<ul style="list-style-type: none"> <li>Japanese</li> </ul>		
<b>Performing Arts</b>  <i>Ms A Stewart</i>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Drama in Practice</li> </ul>	
<b>Physical Education</b>  <i>Mrs M 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/III in Sport and Recreation</li> <li>Certificate III in Fitness</li> </ul>
<b>Sciences</b>  <i>Ms L 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 Community Services/ Health Support Services; Certificate III in Health Services Assistant</li> </ul>
<b>Visual Art</b> <i>Mr C 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>	

- **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.

## 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.

<b>Year 11 Subject</b>	<b>Year 10 achievement prerequisite</b>
Study of Religion	C standard overall in English, and Year 10 Religious Education
English or Literature	C standard overall in English
Mathematical Methods	C standard overall in Mathematical Methods (MA03)
Specialist Mathematics	C standard overall in Mathematical Methods (MA03)
Physics	C standard in Science B (SC02) and Mathematics B (MA03) OR A standard in Science A (SC01) and Mathematics A (MA02)
Chemistry	C standard in Science B (SC02) and Mathematics B (MA03) OR A standard in Science A (SC01) and Mathematics A (MA02)
Biology	C standard in Science B (SC02) and Mathematics B (MA03) OR A standard in Science A (SC01) and Mathematics A (MA02)

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 some General subjects.** If you study Year 10 Essential English, please discuss possible General subject choices with the relevant Learning Area Coordinators.

# 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

Summative internal assessment 2 (IA2): 25% Investigation — inquiry response

### UNIT 4

Summative internal assessment 3 (IA3): 25% Investigation — inquiry response

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

# Religion & Ethics | applied senior subject

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

## PATHWAYS

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

## OBJECTIVES

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics

- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

## STRUCTURE

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

### CORE TOPICS

- Who am I? the personal perspective
- Who are we? the relational perspective
- Is there more than this? the spiritual perspective

### ELECTIVE TOPICS

- The Australian scene
- Ethics and morality
- Good and evil
- Heroes and role models
- Indigenous Australian spiritualities
- Meaning and purpose
- Peace and conflict
- Religion and contemporary culture
- Religions of the world
- Religious citizenship
- Sacred stories
- Social justice
- Spirituality

## ASSESSMENT

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

- one project or investigation
- one examination
- no more than two assessments from each technique.

## PROJECT

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

At least two different components from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

## Investigation

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

## Extended Response

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

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

## Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item on the test

# Certificate III/IV in Christian Ministry & Theology | VET

(10741NAT/10742NAT)

The Institute of Faith Education (IFE), a Registered Training Organisation (Provider No 31402) run by the Roman Catholic Archdiocese of Brisbane, offers this course in collaboration with Shalom College.

Compass has been developed by the IFE as an opportunity for senior secondary students to reflect on their own beliefs and ethics and to learn more about Catholic spirituality, beliefs and ethics.

There are no formal entry requirements but a student struggling to pass English in Year 10 will find the course challenging and may need additional support with comprehending course materials and completing required tasks.

Compass can be completed at the level of a Certificate III in Christian Ministry and Theology or as a more advanced option (Compass *Plus*) as a Certificate IV in Christian Ministry and Theology. It is possible to move from one level of the course to the other, so if you start Compass *Plus* and find it too challenging you can move across to Compass level. While it is also possible to move from Compass into Compass *Plus*, this change is more difficult as the course progresses, given the additional depth and breadth of work covered at the advanced level

## STRUCTURE AND LEARNING

The following competencies are completed as part of the courses:

### Compass - Certificate III in Christian Ministry and Theology (10741NAT)

- Research Christian Scripture and theology (CMTTHE301)
- Identify theological data (CMTTHE302)
- Present information on a theological theme or issue (CMTTHE303)
- Apply new theological insights (CMTTHE304)

- Apply theological knowledge to contemporary ethical issues (CMTMIN301)
- Communicate theology in everyday language (CMTMIN302)
- Work in a team (MSMSUP106)
- Apply critical thinking techniques (BSBCRT101)

### Compass Plus - Certificate IV in Christian Ministry and Theology (10742NAT)

- Interpret and discuss Christian Scripture and theology (CMTTHE401)
- Interpret theological data (CMTTHE402)
- Compare and present information on a theological theme or issue (CMTTHE403)
- Compare and apply new theological insights (CMTTHE404)
- Explain the application of Christian ethics to contemporary life issues (CMTMIN401)
- Communicate theological information (CMTMIN402)
- Work in a team (MSMSUP106)
- Develop and extend critical and creative thinking skills (BSBCRT301)
- Show leadership in the workplace (BSBMGT401)

## OVERVIEW OF MODULES

### MODULE 1 – SPIRITUALITY TODAY

#### YEAR 11 SEMESTER ONE

This module explores what is meant by spirituality. It explores the relationship between spirituality and religion. As part of this Module students develop teamwork and critical thinking skills. They are challenged to analyse a problem and make an effective, realistic suggestion for how to solve it.

### MODULE 2 – THE STORY

#### YEAR 11 SEMESTER TWO

In this module students gain an overview of the Scriptures and learn how to interpret biblical texts. Students continue to develop their skills in teamwork, critical thinking and applying their learning to specific challenges.

### MODULE 3 – CHOICES

#### YEAR 12 SEMESTER ONE

In this module students are introduced to ethics and Catholic social teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices

make and how these impact on life. There is an opportunity to integrate learning in this module with social service and community engagement.

### MODULE 4 – THE EDGE

#### YEAR 12 SEMESTER TWO

This module provides an opportunity for students to reflect on their life journey and to explore further the nature of God as well as their own beliefs. The module also explores the questions of evil and suffering.

## BENEFITS

- Students will gain valuable employability skills, which will be of benefit in seeking careers in the Catholic sector and beyond. The course provides an understanding of the values, frameworks and teachings that underpin Catholic health, education, social services and aged care. This also allows students to develop personal and ethical frameworks.
- The course is designed to develop 21st Century skills including: critical and creative thinking; collaboration and teamwork; communication; and personal and social skills including global citizenship, character and self-management.

## QCE CREDIT

- Successful completion of either the Certificate III or the Certificate IV course currently contributes **8 credits** towards the Queensland Certificate of Education.
- As a nationally accredited Certificate III or Certificate IV Compass or Compass Plus may improve your tertiary selection rank or support your transition to employment, vocational and higher education. Discuss your particular context and aspirations with those involved in your SET planning.

# Continued - Certificate III/IV in **Christian Ministry & Theology** | **VET**

(10741NAT/10742NAT)

## ASSESSMENT

Assessment involves completion of a portfolio of activities and a practical project for each module. Activities assess understanding of key concepts covered in the module.

As a vocational education training course, assessment is competency-based. Students learn through a variety of activities including discussions, team activities, multi-media activities, presentations and creative learning tasks.

Assessment tasks are designed to develop generic 21st century skills, including: critical and creative thinking skills; collaboration and teamwork; communication; personal and social skills (including global citizenship, character, self-management).

## COST

Course fees are maintained across the two-year period of study. Shalom College will subsidise these fees, reducing the cost from \$160 per module to \$100 for each of the four modules. The subsidised fees then total \$400 for the course.

Shalom College will apply a further subsidy for Semester 2 in each year, if a student's Semester 1 report result is VS, indicating that the student is up-to-date with competencies. This equates to an overall reduction of cost from \$640 to \$200 for the course.

## FURTHER INFORMATION

If you would like to consider *Compass* or *Compass Plus* as a subject in Year 11 and have questions after speaking to an RE teacher, contact the Institute of Faith Education.

Phone: (07) 3324 3485

Website: [www.ife.qld.edu.au](http://www.ife.qld.edu.au)

Email: [ife@bne.catholic.net.au](mailto:ife@bne.catholic.net.au)





# 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

Summative internal assessment 2 (IA2): 25%  
Extended response — persuasive spoken response

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Extended response — imaginative written response

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

# 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

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

### UNIT 4

Summative internal assessment 3 (IA3): 25% Extended response — imaginative written response

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



# 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

Summative internal assessment 2 (IA2):  
Common internal assessment (CIA)

### UNIT 4

Summative internal assessment 3 (IA3):  
Extended response — Multimodal response

Summative internal assessment (IA4):  
Extended response — Written response

# 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

Summative internal assessment 2 (IA2): 15%  
Examination

### UNIT 4

Summative internal assessment 3 (IA3): 15%  
Examination

Summative external assessment (EA): 50%  
Examination

# Mathematics 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

Summative internal assessment 2 (IA2): 15% Examination

### UNIT 4

Summative internal assessment 3 (IA3): 15% Examination

Summative external assessment (EA): 50% Examination

# 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 mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

## PATHWAYS

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

## OBJECTIVES

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

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

## STRUCTURE

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

### UNIT 1

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

Summative internal assessment 2 (IA2): 15%  
Examination

### UNIT 4

Summative internal assessment 3 (IA3): 15%  
Examination

Summative external assessment (EA): 50%  
Examination

# 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. 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):  
Problem-solving and modelling task

Summative internal assessment 2 (IA2):  
Common internal assessment (CIA)

### UNIT 4

Summative internal assessment 3 (IA3):  
Problem-solving and modelling task

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 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

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

### UNIT 4

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

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



# 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

Summative internal assessment 2 (IA2): 25%  
Investigation — business report

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Extended response — feasibility report

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

# Certificate III in Business | VET

(BSB30115)

Certificate III Business is a nationally recognized qualification delivered in partnership with Binnacle Training (Provider No. 31319) - see NOTE below.

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

## PATHWAYS AND ENTRY REQUIREMENTS

**QCE Credits:** Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and to improve their chances of gaining tertiary entrance.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. Students must have a passion for or an interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.

## STRUCTURE

### TERM 1

- Introduction to the Business Services and Travel Industries
- eLearning
- Personal Work Priorities

### TERM 2

- Contribute to Team Effectiveness

### TERM 3

- Workplace Health and Safety

### TERM 4

- Designing and Producing Spreadsheets
- Be MoneySmart through a Career in Small Business
- Financial Literacy – Be MoneySmart

### TERM 5

- Knowledge of the Australian Financial System
- Social Media Tools

### TERM 6

- Creating Electronic Presentations
- Provide a Service to a Customer Group
- Report on Service Delivery

### TERM 7

- Plan and Develop Business Documents
- Plan, Draft and Finalise Promotional Material

## EXPERIENCES

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Assessing risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Financial literacy – Be MoneySmart, First Business

## LEARNING AND ASSESSMENT

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.

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

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

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

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

## COST

\$210.00 = Binnacle Training Fees

## NOTE

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





# 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

Summative internal assessment 2 (IA2): 25%  
Investigation — inquiry report

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Investigation — argumentative essay

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



# 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

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

### UNIT 4

Summative internal assessment 3 (IA3): 30% Project — folio

Summative external assessment (EA): 25% Examination

# Certificate II in Hospitality | VET

(SIT20316)

SIT20316 Certificate II in Hospitality is a nationally recognised qualification delivered in partnership with CSaT (Provider No. 32466). The training and assessment for this program is delivered by Shalom College on behalf of CSaT.

## PATHWAYS

SIT20316 Certificate II in Hospitality provides students with a variety of thinking and operational skills and vocational competencies. Students learn and practise routine tasks, under direct supervision. The course provides a pathway to work in the hospitality industry such as in restaurants, hotels and motels, catering operations, coffee shops etc.

## STRUCTURE AND LEARNING EXPERIENCES

**QCE Credits:** Successful completion of the Certificate II in Hospitality contributes a maximum of four (4) credits towards a student's QCE. A maximum of four credits from the same training package can contribute to a QCE.

- 12 units of competency in the qualification - 6 core (mandatory) units and 6 electives
- Duration: 18-22 months

### TERM 1

- Use & implementation of hygiene practices for food safety
- Participating in a range of safe work practices
- Preparation & presentation of simple dishes (inc knife skills)

### TERM 2

- Working effectively & efficiently with others
- Research & use information about the hospitality industry
- 
- 

- Preparation & presentation of simple dishes (inc. garnishing & decorating)
- Serve food & beverage

### TERM 3

- Awareness of social & cultural differences within the hospitality industry
- Interacting with customers

### TERM 4

- Production & presentation of appetisers & salads
- Preparation & presentation of simple dishes (café style)
- 

### TERM 5

- Preparation & presentation of simple dishes (helping hands)

### TERM 6

- Preparation & service of non-alcoholic beverages

### TERM 7

- Provide responsible service of alcohol
- Using hospitality skills effectively in the workplace\* (ongoing unit across the 7 terms)

\* Please note, the above order of delivery is subject to change

## TRAINING AND ASSESSMENT

This qualification is currently delivered via a combination of **online** and **classroom** delivery. Assessment methods will include written, projects, portfolios and observation using competency-based assessment.

## COST

VETIS funded for eligible students. Ineligible students are fee for service \$210.00

Please refer to CSaT Course Information Booklet on website ([www.csat.com.au](http://www.csat.com.au)) for further information on VETIS funding; OR visit the Department of Employment,

Small Business and Trainings website  
<https://desbt.qld.gov.au/training/trainings-careers/incentives/vetis>

Please note that eligibility for Queensland Government funding applies. Qualification/Statement of Attainment issued by CSaT.

Information such as Complaints and Appeals and Refund Policies, are accessible in CSaT's Student Handbook available from [www.csat.com.au](http://www.csat.com.au)

# 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

- Hatshepsut
- Alexander the Great

### UNIT 3

Reconstructing the ancient world

- The Medieval Crusades
- Pompeii and Herculaneum

### UNIT 4

People, power and authority

- Ancient Rome — Civil War and the breakdown of the Republic
- QCAA has nominated the following topic to be the basis for the 2021 external examination: Augustus  
\*2022 topic TBC

## 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

Summative internal assessment 2 (IA2): 25%  
Independent source investigation

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Investigation — historical essay based on research

Summative external assessment (EA): 25%  
Examination — short responses to historical sources

# 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

Summative internal assessment 2 (IA2): 25%  
Investigation — field report

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Investigation — data report

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



# 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 has nominated the following topic to be the basis for the 2021 external examination
- Australian engagement with Asia since 1945

\*2022 topic TBC

## 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

Summative internal assessment 2 (IA2): 25% Independent source investigation

### UNIT 4

Summative internal assessment 3 (IA3): 25% Investigation — historical essay based on research

Summative external assessment (EA): 25% Examination — short responses to historical sources

# Social & Community Studies | applied senior subject

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations

- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

## STRUCTURE

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

### Core life skills

- Personal skills — Growing and developing as an individual
- Interpersonal skills — Living with and relating to other people
- Citizenship skills — Receiving from and contributing to community

### Elective topics

- The Arts and the community
- Australia's place in the world
- Gender and identity
- Health: Food and nutrition
- Health: Recreation and leisure
- Into relationships
- Legally, it could be you
- Money management
- Science and technology
- Today's society
- The world of work

## ASSESSMENT

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

- one project or investigation
- one examination
- no more than two assessments from each technique.

### Project

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

At least two different components from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

### Investigation

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

### Extended response

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

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

### Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item on the test

# Tourism | applied senior subject

Tourism studies enable 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.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

## 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:

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts

- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

## STRUCTURE

The Tourism course is designed around interrelated core topics and electives.

### Core topics

- Tourism as an industry
- The travel experience
- Sustainable tourism

### Elective topics

- Technology and tourism
- Forms of tourism
- Tourist destinations and attractions
- Tourism marketing
- Types of tourism
- Tourism client groups

## ASSESSMENT

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

- one project
- one examination
- no more than two assessments from each technique.

### Project

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

At least two different components from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time

### Investigation

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

### Extended response

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

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

### Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item



# Design | general senior subject

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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

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Design in practice

- Experiencing design
- Design process
- Design styles

### UNIT 2

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Commercial design

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

### UNIT 3

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Human-centred design

- Designing with empathy

### UNIT 4

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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

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

Summative internal assessment 2 (IA2): 35%  
Project

### UNIT 4

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Summative internal assessment 3 (IA3): 25%  
Project

Summative external assessment (EA): 25%  
Examination — design challenge

# 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

Summative internal assessment 2 (IA2): 25%  
Examination

### UNIT 4

Summative internal assessment 3 (IA3): 25%  
Project - folio

Summative external assessment (EA): 25%  
Examination

# 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 one practical demonstration (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.

## Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item

# Industrial Graphics Skills | applied senior subject

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks

- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations

## STRUCTURE

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

### Core topics

- Industry practices
- Drafting processes

### Elective topics

- Building and construction drafting
- Engineering drafting
- Furnishing drafting

## ASSESSMENT

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

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

### Project

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

A project consists of a technical drawing (which includes a model) component and at least one of the following components:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- product: 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.

### Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item

# Industrial Technology Skills | applied senior subject

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

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

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

## PATHWAYS

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

## 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 one practical demonstration (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.

### Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item

# Certificate I in Construction | VET

(CPC10111)

This pre-vocational course in construction is provided through a partnership with the Registered Training Organisation, Blue Dog Training (Provider No.31193). Day-to-day delivery is by Shalom College teachers, supported by Blue Dog Training.

It is recommended as a pre-apprenticeship pathway to a building and construction trade qualification. The Certificate I in Construction is a two-year practical course requiring students to become competent in skills necessary for entry into several building and construction trades.

## PATHWAYS

Throughout this course, students undertake a range of practical projects and activities to provide evidence of their competency within each of the units of study. Possible career outcomes of this course include:

- Construction worker
- Carpenter
- Bricklayer
- Tiler
- Plasterer
- Painter
- Plumber

## LEARNING EXPERIENCES

### Core topics

- Work safely in the construction industry (White Card)
- Apply OHS requirements, policies and procedures in the construction industry
- Work effectively and sustainably in the construction industry
- Conduct workplace communication
- Use construction tools and equipment
- Plan and organise work
- Read and interpret plans and specifications
- Undertake a basic construction project

### Elective topics

- Handle construction materials
- Carry out measurements and calculations
- Undertake basic estimation and costing

## ASSESSMENT

This is a competency-based course with most of the units using online theory. Practical components are covered through practical projects, activities or student demonstration.

Students are assessed as either competent or not yet competent.

Course completion requires students to have demonstrated competency in the 8 Core units and 3 Elective units. Students may gain up to three (3) credit points towards their QCE.

## COST

This is a VETis funded course (fee free for eligible students).





# Certificate II in Engineering Pathways | VET

(MEM201413)

This pre-vocational course in engineering is provided through a partnership with the Registered Training Organisation, Blue Dog Training (Provider No.31193). Day-to-day delivery is by Shalom College teachers, supported by Blue Dog Training.

It is recommended as a pre-apprenticeship pathway to an engineering trade qualification.

The Certificate II in Engineering Pathways is two-year, practical course requiring students to become competent in skills necessary for entry into several engineering metal trades.

## PATHWAYS

Throughout this course, students undertake a range of practical projects to provide evidence of their competency within each of the units of study. Possible career outcomes of this course include:

- Boilermaker
- Fitter and Turner
- Diesel Fitter
- Sheet Metal Worker
- Machinist

## LEARNING EXPERIENCES

### Core topics

- Apply principles of occupational health and safety in the work environment
- Participate in environmentally sustainable work practices
- Develop a career plan for the engineering and manufacturing industry
- Undertake a basic engineering project

### Elective topics

- Interact with computing technology
- Organise and communicate information

- Use oxy-acetylene and soldering equipment
- Use electric welding machines
- Use engineering workshop machines
- Work in a team
- Use hand tools
- Use power tools/hand held operations

## ASSESSMENT

This is a competency-based course with most of the units using online theory.

Practical components are covered through practical projects, activities or student demonstration. Students are assessed as either competent or not yet competent.

Students may gain up to four (4) credit points towards their QCE.

To achieve this qualification, the candidate must demonstrate competency in all units.

## COST

This is a VETis funded course (fee free for eligible students).



# 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

Summative internal assessment 2 (IA2): 30%  
Project — digital solution

### UNIT 4

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

Summative external assessment (EA): 25%  
Examination



# 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.
- 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?

## 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

### 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

Summative internal assessment 2 (IA2): 25%  
Multi-platform project

#### UNIT 4

Summative internal assessment 3 (IA3): 35%  
Stylistic project

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

# Information & Communication Technology | applied senior subject

## Information & Communication

Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

## 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 explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions

- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

## STRUCTURE

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

### Core topics

- Hardware
- Software
- ICT in society

### Elective topics

- Animation
- Application development
- Audio and video production
- Data management
- Digital imaging and modelling
- Document production
- Network fundamentals
- Online communication
- Website production

## ASSESSMENT

For Information & 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 projects
- at least one extended response.

### 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.

### Extended response

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

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

# 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

#### 私の暮らし

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

# 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

Summative internal assessment 2 (IA2): 20%  
Choreography

### UNIT 4

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

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

# 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

Summative internal assessment 2 (IA2): 20%  
Project — dramatic concept

### UNIT 4

Summative internal assessment 3 (IA3): 35%  
Project — practice-led project

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



# Music | general senior subject

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

## STRUCTURE

### UNIT 1

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

Summative internal assessment 2 (IA2): 20%  
Composition

### UNIT 4

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

Summative external assessment (EA): 25%  
Examination



# 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 integrated with a selected physical activity

### 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 and physical activity

- Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

## ASSESSMENT

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

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

### UNIT 3

Summative internal assessment 1 (IA1): 25%  
Project — folio

Summative internal assessment 2 (IA2): 20%  
Investigation — report

### UNIT 4

Summative internal assessment 3 (IA3): 30%  
Project — folio

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

# Sport & Recreation | applied senior subject

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

## STRUCTURE

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

### Core topics

- Sport and recreation in the community
- Sport, recreation and healthy living
- Health and safety in sport and recreation activities
- Personal and interpersonal skills in sport and recreation activities

### Elective topics

- Active play and minor games
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities
- Sport and recreation physical activities

## ASSESSMENT

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

### Project

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

At least two different components from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous: 2–3 minutes

### Investigation

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

### Extended response

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

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.



## Continued - Sport & Recreation | **applied** senior subject

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### **Performance**

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A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a

solution, providing instruction or conveying meaning or intent.

- 2–4 minutes

### **Examination**

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A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item

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

# Certificate II & III in Sport & Recreation | VET

(SIS30115/SIS20115) – Dual Qualification (Rugby League OR Touch Football)

This is a nationally recognized dual qualification delivered in partnership with Binnacle Training (Provider No. 31319). For PDS information, see NOTE below.

Students are encouraged to select this course if they are seeking to improve their understanding of sports organisation through the medium of Rugby League or Touch Football with a combination of academic and practical exercises. Students selecting this course should currently be a very competent rugby league or touch player, committing to the Shalom College Rugby League or Touch Football team as a player, coach or trainer, and having an interest in completing more skills, fitness and strategy lessons during class time.

## PATHWAYS AND ENTRY REQUIREMENTS

Binnacle's Certificate II & III in Sport and Recreation (Rugby League or Touch Football) 'Sport in Schools' program offers students the opportunity to assist with the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games, coaching beginner participants to develop fundamental skills, communication in sport and assisting delivery of activity programs.

QCE Credits: Successful completion of the dual qualification contributes a maximum of seven (7) credits towards a student's QCE.

This program also includes the following:

- First Aid qualification and CPR certificate;
- Officiating and coaching accreditations (general principles or sport-specific)

A range of career pathway options including club level official and/or coach,

or a direct pathway into Certificate III in Fitness.

Students must have a passion and interest in fitness and sport. They must have good written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Each student must obtain a (free) 'Working with Children' Student Blue Card (the application is completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.

## STRUCTURE AND LEARNING EXPERIENCES

### TERM 1

- Sport, fitness and recreation industry
- Officiating general principles

### TERM 2

- First Aid
- Workplace health and safety and risk management
- Officiating games
- Community Sport Programs

### TERM 3

- Provide a quality service
- Conducting and officiating modified games
- Sport, fitness and recreation industry – review

### TERM 4

- Introduction to coaching
- Warm-ups and cool-downs
- Social media tools
- Coaching program
- Evacuation drill

### TERM 5

- Coaching practices and principals

- Community coaching and officiating general principals
- Conduct coaching activities

### TERM 6

- Assist with planning and delivery of sport programs
- Sport activity sessions

### TERM 7

- Plan and conduct sport programs
- Community sports programs
- Following health and safety standards in the workplace
- Developing and updating knowledge of the Sport, Fitness & Recreation Industry
- Organise and complete daily work activities
- Responding to emergency situations
- Assisting activity sessions
- Conducting sports coaching sessions
- Using and maintaining sport and fitness equipment
- Providing customer service
- Developing officiating and coaching practices
- Using social media tools for participant engagement
- Industry-recognised First Aid Certificate

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students).

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

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs
- Log Book of practical experience



## Continued - Certificate II & III in **Sport & Recreation** | **VET**

(SIS30115/SIS20115) – Dual Qualification (Rugby League OR Touch Football)

### ASSESSMENT

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 20 hours).

### COST

VETiS funding is available to fully fund the Certificate II with an additional fee of \$50 to cover the Certificate III. If a student is VETiS ineligible or would like to conserve their VETiS funding the following fee for service will apply.

- \$260.00 = Binnacle Training Fee -  
Certificate II entry qualification = \$210 +  
Cert III Upgrade = \$50

There is also an additional cost of \$40.00 for the First Aid Certificate

### NOTE

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

To access Binnacle's PDS, visit:

<http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.



# Certificate III in Fitness | VET

(SIS30315)

Certificate III in Fitness is a nationally recognized qualification delivered in partnership with Binnacle Training (Provider No. 31319).

For PDS information, see NOTE below. Students are advised to select Certificate III Fitness if they are seeking to study fitness with a combination of academic and practical exercises. No prerequisite study is required. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

## PATHWAYS AND ENTRY REQUIREMENTS

Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR

This program also includes the following:

- First Aid qualification and CPR certificate; plus coaching accreditation
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

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

Each student must obtain a (free) 'Working with Children' Student Blue

Card (the application is to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.

## STRUCTURE & LEARNING EXPERIENCES

### TERM 1

- Health, Safety and Law in the Sport, Fitness and Recreation industry
- Customer service
- Coaching practices

### TERM 2

- Assist with activity sessions
- Deliver a community fitness program

### TERM 3

- Screening and assessing clients and group fitness
- Exercise Science - Anatomy and Physiology

### TERM 4

- Exercise Science – Anatomy and Physiology (continued)
- Group fitness

### TERM 5

- Programming and instruction
- Introduction to specific populations

### TERM 6

- Specific populations
- Advanced group training

### TERM 7

- Training older clients
- Nutrition and performance

### TERM 8

- First Aid qualification and CPR certificate
- Learning about the sport, fitness and recreation industry.
- Following health and safety standards in the workplace.
- Providing quality customer service.
- Using and maintaining fitness and sport equipment.

- Delivering community fitness programs.
- Developing coaching and officiating skills
- Conducting a risk assessment on fitness activities.
- Providing client screening and health assessments.
- Providing healthy eating information to clients.
- Instructing and monitoring fitness programs.
- Delivering warm-up and cool-down sessions
- Planning and delivering gym programs.
- Working with specific population clients, including older adults.
- Developing skills in exercise science, including anatomy and physiology.
- Industry-recognised First Aid qualification and CPR certificate.

## ASSESSMENT

Assessment is competency-based and involves the delivery of a range of fitness programs to clients within the school community (students, teachers and staff). A range of teaching/learning strategies is used to deliver the competencies including:

- Practical tasks
- Hands-on activities involving clients
- Group work
- Work experience within the school gym
- Log book of practical experience

This program involves a mandatory 'outside subject' weekly component as follows:

- TERM 5: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
- TERM 6: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.





## Continued - Certificate III in **Fitness** | **VET**

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(SIS30315)

All other practical experiences are timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).

### **COST**

- \$290.00 = Binnacle Training Fee
- \$40.00 = First Aid Certificate costs

### **NOTE**

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

To access Binnacle's PDS, visit:  
<http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

# 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

### 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

Summative internal assessment 2 (IA2): 20%  
Student experiment

#### UNIT 4

Summative internal assessment 3 (IA3): 20%  
Research investigation

Summative external assessment (EA): 50%  
Examination

# 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

Summative internal assessment 2 (IA2): 20%  
Student experiment

### UNIT 4

Summative internal assessment 3 (IA3): 20%  
Research investigation

Summative external assessment (EA): 50%  
Examination

# 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

Summative internal assessment 2 (IA2): 20%  
Student experiment

#### UNIT 4

Summative internal assessment 3 (IA3): 20%  
Research investigation

Summative external assessment (EA): 50%  
Examination

# 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

Summative internal assessment 2 (IA2): 20%  
Student experiment

### UNIT 4

Summative internal assessment 3 (IA3): 20%  
Research investigation

Summative external assessment (EA): 50%  
Examination

# 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.

## 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 concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose

- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

## STRUCTURE

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

### Environmental

- Core topics
  - Environmental conditions
  - Ecosystems
  - Conservation and sustainability
- Elective topics
  - Citizen science

### Recreational

- Core topics
  - Entering the aquatic environment
- Elective topics
  - Aquatic activities

### Commercial

- Core topic Employment
- Elective topics
  - Aquaculture, aquaponics and aquariums
  - Boat building and marine engineering

### Cultural

- Core topics
  - Cultural understandings
- Elective topics
  - Historical understandings

### Safety and management practices

- Core topics
  - Legislation, rules and regulations for aquatic environments
  - Equipment maintenance and operations
  - First aid and safety
  - Management practices

## ASSESSMENT

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

### Project

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

At least two different components from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

### Investigation

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

### Extended response

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

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

### Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item

### Performance

A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.

- performance: continuous class time to develop and practice the performance.



# Certificate III in Health Services Assistance | VET

(HLT33115) Inclusive of Certificate II in Health Support Services (HLT23215) + Certificate II in Community Services (CHC22015)

These nationally recognized qualifications are delivered in partnership with Connect 'n' Grow (Provider No. 40518).

Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These three qualifications combine to provide students with the basic skills for a career in the health and social services industries as well as providing a pathway for those wishing to pursue further study in these fields. Skills acquired in this course include CPR Certification, interpreting medical terminology, conducting health checks and recognising healthy body systems. Refer to training.gov.au for specific information about the qualification.

## PATHWAYS AND ENTRY REQUIREMENTS

HLT23215: Certificate II in Health Support Services & CHC22015: Certificate II in Community Services will be delivered in Year 11 and the HLT33115 Certificate III in Health Service Assistance will be delivered in Year 12.

Successful completion of the Certificate III in Health Services Assistance contributes a maximum of eight (8) credits towards a student's QCE.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR

This qualification may articulate into:

- Certificate III in Health Administration
- Diploma of Nursing
- Bachelor Degrees
- Certificate III in Individual Support
- Work in entry level positions within the health industry

## STRUCTURE AND LEARNING EXPERIENCES

### TERM 1

- Workplace Health, Safety
- Infection prevention and control policies and procedures

### TERM 2

- Work with diverse people
- Deliver a service to customers
- Contribute to team effectiveness
- Provide first aid

### TERM 3

- Provide first point of contact
- Communicate & work in health or community services
- Organise and complete daily work activities
- Interact effectively with others

### TERM 4

- Use business equipment and resources
- Process and maintain workplace information
- Use business technology
- Work effectively with others

### TERM 5

- Recognise healthy body systems
- Interpret and apply medical terminology
- Provide CPR

### TERM 6

- Provide individualised support
- Maintain a high standard of service
- Organise personal work priorities and development
- Use strategies to respond to routine workplace problems

### TERM 7

- Promote Aboriginal and/or Torres Strait Islander Cultural safety
- Facilitate responsible behaviour
- Respond effectively to behaviours of concern

## ASSESSMENT

Assessment is competency-based. A range of teaching/learning strategies including, face-to-face, practicals and

online learning is used to deliver the competencies including:

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

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

## COST

### Government funding eligible

- Year 11 Certificate II Program - \$0
- Year 12 Certificate III Program - No government funding available

### Government funding ineligible

- Year 11 Certificate II Program - \$399
- Year 12 Certificate III Program - \$399

### Total cost for dual qualification program

- \$399 - Government funding eligible
- \$798 - Government funding ineligible



# 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

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

#### UNIT 4

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

Summative external assessment (EA): 25%  
Examination

# Visual Arts in Practices | applied senior subject

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes

- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

## Structure

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

### Core topics

- Visual mediums, technologies, techniques
- Visual literacies and contexts
- Artwork realisation

### Elective topics

- 2D
- 3D
- Digital and 4D
- Design
- Craft

## ASSESSMENT

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

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

### Project

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

A project consists of:

- a product component: variable conditions
- at least one different component from the following
  - written: 500–900 words
  - spoken: 2½–3½ minutes
  - multimodal
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- non-presentation: 8 A4 pages max (or equivalent)
- presentation: 3–6 minutes.

### Product

A technique that assesses the physical demonstration of identified skills.

- variable conditions

### Extended response

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

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

### Investigation

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.