



*Aspiring Together
A World of Opportunities!*

LAIDLEY STATE HIGH SCHOOL

Senior Subject Information Booklet

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FROM THE PRINCIPAL

Aspiring Together A World of Opportunities!

Welcome to the Senior Phase of Learning at Laidley State High School. Years 11 and 12 are an integral component of your secondary education and represent a gateway to your future education, training and employment opportunities. The choices you make now will help you to plan for your future and successfully achieve your career goals.

Young people are required to stay at school until they complete Year 10 or turn 16 years of age. After this, they must then participate in education or training for a further 2 years or until they have:

- * completed a Senior Statement
- OR * completed a Certificate III vocational qualification
- OR * turned 17 years of age

Students can apply for an exemption from school to enter full time employment (25 hours per week) or training in specific circumstances. Advice should be sought from the school on an individual basis.

The education and training choices available to young people have significantly increased in recent years. As a result, it is more important than ever that parents help their children to set realistic career goals and make appropriate decisions about their intended learning programs. The changes to tertiary entrance and the attainment of the Qld Certificate of Education also requires careful course planning and regular monitoring of progress to ensure students have optimal opportunity to achieve their QCE and attain entry to tertiary institutions.

Prior to making your subject choices, you will be required to complete a Student Education and Training Plan (SET plan) that will help you to plan your learning journey. In developing this plan and selecting your subjects, you can access assistance from parents, teachers, Heads of Department, Subject Area Coordinators, the Guidance Officer and various resources (including the Job Outlook on line www.joboutlook.gov.au. Australian Jobs website www.australianjobs.jobs.gov.au My Future.com website www.myfuture.edu.com and this subject selection booklet).

Your future starts now. Plan it, prepare for it and most of all proceed with determination and enthusiasm and a commitment to 'be the best you can be'.

Michael Clarkson
Principal

Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

1. Find Out About Occupational Pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Your guidance officer will be able to help you get started.

The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

- Australia's National Career Information Service, called *myfuture*, can be accessed at: www.myfuture.edu.au
- Job Outlook on line www.joboutlook.gov.au
- Australian Jobs website www.australianjobs.jobs.gov.au
- Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The *QTAC Guide* is useful for information on tertiary courses offered through QTAC.
- The *Tertiary prerequisites* book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year 2020.
- *Tertiary entry: Internal Year 12 students without OPs*, is a handout that is available from the QTAC website at www.qtac.edu.au. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC. Students who are not OP eligible can access information on the QTAC site (www.qtac.edu.au) called "Information for Qld Year 12 students who will not be eligible for an OP".
- Queensland TAFE Handbook at: <http://www.tafe.qld.gov.au/>.
- Harrison Tool Assessment Reports

2. Find out about the subjects offered at school.

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

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

General syllabuses

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

Applied Syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.

Other

- Subjects, other than a QCAA developed subject offered by a school or other educational institution and approved by the QCAA, include approved TAFE subjects or qualifications from specialist-accredited agencies, eg. music or dance.
- Contributes to QCE if the required standard is reached.

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in the booklet provided.
- Talk to heads of departments and teachers of each subject
- Look at books and materials used in the subject
- Listen carefully at subject selection talks
- Talk to students who are already studying the subject
- Check subject prerequisites
- Fully understand the requirement of the subject assignments, exam, trips, camps, etc.

4. Choose a combination of subjects that suits your needs, abilities and future educational requirements

Vocational education

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

Tertiary entrance

If you wish to study degree or diploma courses at university or TAFE after Year 12 you may require an ATAR

- Ensure you select the prerequisite subjects required for your preferred courses.
- These are listed in *Tertiary prerequisites 2021*
- Most students gain entry to university on the basis of an ATAR. To understand more about the eligibility for an ATAR please refer to page 6 of this Senior Subject guide.

Senior Education Profile

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.

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.

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 and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses 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 if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

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

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific Standards Matrixes

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

Essential English and Essential Mathematics — Common Internal Assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative Internal Assessment — Instrument-specific Standards

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

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

Short Courses

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

General Syllabus Subject Prerequisites and Performance Requirements

Our school is committed to students choosing Senior subjects in which they are likely to achieve success. On most occasions, the best indicator of future academic success is a students' prior academic work habits, learning strategies and achievement.

There are significant negative impacts on ATAR and Queensland Certificate of Education (QCE) attainment when students fail subjects and need to make subject changes, particularly when they move from ATAR eligibility to non-ATAR eligibility. Subject changes usually occur because the student:

- was not adequately prepared for the subject or it was too difficult for them
- was frequently absent from school
- was unable or unwilling to put in the required effort
- has personal or family issues that have significantly impacted on their learning

General Syllabus Subject Pre-Requisites

For these reasons, all General Syllabus subjects have required pre-requisites (these are listed in the Common Pre-Requisites paragraph below and in the Subject Specific Pre-Requisites table on page 12). These pre-requisites must be achieved by students in Year 10 to be able to commence these subjects at the start of Year 11. In addition to these pre-requisites, many subjects also have recommended subject achievement standards that guide students and parents when making decisions about subject choices. These are not required standards, however are good indicators that a student is well prepared to study and succeed in this subject.

A student may choose a subject during subject selection in Term 3 Year 10. However, if they do not meet the required pre-requisites for that subject, they will not be able to commence the subject at the start of Year 11. Students who are not meeting these standards at subject selection time have the remainder of the year to seek assistance and work hard to address these issues so that they are eligible to commence their selected subjects in Year 11.

Appeals Process

Students/parents are able to appeal school decisions regarding subject pre-requisites in writing by using the appropriate form. This allows students to explain their personal circumstances, their past performances and the strategies that they will implement to achieve future success. The Principal will make decisions about these appeals. If an appeal is not successful, students will need to choose different subjects before the start of Year 11. On most occasions, appeals are unlikely to succeed as students will have already had an opportunity to address the issues and meet the required performance standards.

Common Pre-Requisites for All General Syllabus Subjects

The following common pre-requisites must be met by students to be eligible to commence any General Syllabus subject in Year 11.

- Must achieve a C in English in Semester 2 Year 10.
- Must have an ASPIRE Learning Engagement GPA of 3.25 in Semester 2 Year 10. This reflects slightly above a C average for Effort and Behaviour on school report card.
- Must have attendance rate of 85% or higher for Year 10.

Subject Specific Pre-Requisites

The following subject specific pre-requisites must also be met by students to be eligible to commence the relevant General Syllabus subject in Year 11.

Subjects	Subject Specific Pre-requisites
Mathematical Methods	'C' in Year 10 Extension Mathematics or a 'B' in Year 10 Mathematics in Semester 2 Year 10
General Mathematics	'C' in Mathematics in Semester 2 Year 10
Specialist Mathematics	'B' in Year 10 Extension Mathematics or an 'A' in Year 10 Mathematics in Semester 2 Year 10
Chemistry	'C' in Science in Semester 2 Year 10
Physics	'C' in Science in Semester 2 Year 10
Biology	'C' in Science in Semester 2 Year 10
Agricultural Practices	'C' in Science or Agricultural Studies in Semester 2 Year 10

General Syllabus Subject Recommendations

In order to support students making appropriate subject choices a number of General Syllabus subjects also have recommended subject results for entry. These recommendations are to provide students with an understanding of what current grades are required to help them succeed in the chosen subject. These grades may be higher than the pre-requisites and therefore it is important to note that these recommendations are to assist with students making appropriate subject choices but will not be used in place of the pre-requisite.

General Syllabus and Certificate III VET Subjects Recommendation	
English	
General English	Minimum of B in English
Humanities	
Ancient History	Minimum of B in Year 10 English
Legal Studies	Minimum of B in English
Certificate III in Business	Minimum of C in English
Health and Physical Education	
Certificate III in Fitness	Minimum of C in English
Science	
Physics	Minimum of C in Science and B in Year 10 Maths or C in extension year 10 Maths

Requirements to Maintain ATAR Eligibility and Enrolment in General Syllabus Subjects during Year 11 and 12

Students studying General Syllabus subjects in Year 11 and 12 must maintain the following standards to remain ATAR eligible and/or remain enrolled in General Syllabus subjects. These requirements include:

- Maintain an attendance rate of 85% or higher.
- Maintain a minimum of a Satisfactory result for Effort and Behaviour in all subjects

Where a student is not meeting these standards at the end of each term, the student will be put on notice that their performance must improve during the following term. This will occur in writing to parents. Opportunities will be provided for students and parents to meet with the school to discuss the required standards, the relevant improvement strategies and the support available to assist students to succeed. If the student does make the required improvements by the end of the next reporting period, they may be required to choose replacement subject/s for the following semester.

Appeals Process

Students/parents are able to appeal school decisions to withdraw a student from a General Syllabus subject. This must be done in writing within one week of receiving notice of this decision. In some cases, the school may not enforce this policy to withdraw students from General Syllabus subjects as we could already be aware of the reasons these standards have not been met and are already working closely with the student and family to support the student to address these issues.

In the majority of cases, appeals are unlikely to succeed as students will have been warned about the improvement required and have had a full school term to address the issues and meet the required performance standards.

UNIVERSITY ENTRANCE

If students are wanting to apply for entry in to university they must apply through Queensland Tertiary Admission Centre (QTAC).

QTAC applies two selection principles to all applications:

1. **Eligibility** - Applicants for a course must satisfy the Minimum Entry Requirements (eg prior study, folio, audition, English language proficiency, subject prerequisites). If an applicant does not satisfy the entry requirements for a course, their application is not considered for that course.
2. **Merit** - Applicants who do satisfy the Minimum Entry Requirements then compete for a place on the basis of their ATAR. Offers are made to applicants in descending rank order until all quota places are filled.

Eligibility

Institution admission criteria apply to every applicant for every course offered. The criteria can be different for each institution. Common admission criteria include:

- English language proficiency
- Course quota (the estimated number of places available in a course)
- Age requirements
- Prerequisites

Some courses have additional admission criteria such as a personal statements, questionnaires, portfolios, auditions, interviews or tests, which are considered instead of, or together with, your academic qualifications.

Each institution sets its own admission criteria and most offer additional pathway options to applicants who don't meet these general requirements. Visit the individual institution pages for details.

Merit

QTAC put all applicants competing in the offer round in an 'order of merit', where the applicant with the best ATAR is first and the applicant with the next best rank is second etc.

QTAC make offers by going down the order of merit until all places in the course are filled. Where they stop is called the minimum selection threshold (ie the lowest rank offered; previously called 'cut-off'). The minimum selection threshold:

- is not set beforehand
- can be used as a guide (only) as to what future cut-offs may be.
- do not usually change much from year to year, but do change on occasion.
- can change across semesters and between offer rounds for the same semester
- reflect supply and demand for a course (ie the number of places in the course, the number of applicants for the course and the quality of those applicants). This is not an indicator of the quality of the course.

Vocational Education and Training Information for Students

The purpose of this information is to provide VET students with important information about the VET programmes offered by this school as well as your rights and responsibilities as a VET student enrolment.

Code of Practice

Provision of Quality Training and Assessment

Laidley State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s. Students who enter the course after the start date will have a negotiated package of units that will lead to a Statement of Attainment. In the event of losing the specialist trainer, and Laidley State High School being unable to obtain a suitable replacement or 3rd party school will not be able to continue delivery, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

Vocational Education and Training

As a Registered Training Organisation (RTO), Laidley State High School has agreed to operate within the Principles and Standards of the Australian Quality Training Framework. This includes a commitment to recognise the training qualifications issued by courses delivered here or by other Registered Training Organisations.

Legislative Requirements

Laidley State High School will meet all legislative requirements of State and Federal Governments, in particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards will be met at all times.

Access and Equity

All students in the compulsory phase of learning are offered access to vocational education subjects through our subject selection process. Through the SET plan process, the school RTO ensures that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification and/or accredited courses they would like to be enrolled in. The advice takes into account each student's existing skills and knowledge prior to the finalisation of subject selection to ensure that students are able to make informed decisions before undertaking training in a VET qualification or accredited course. Course content, assessment procedures and vocational outcomes are outlined to students prior to their commencement of a subject. In addition, students at our school RTO have access to support services and guidance services.

Quality Management Focus

Laidley State High School has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into future programs.

Client (Student) Service

We operationalise sound management practices to ensure an effective service is provided to students. Results are issued to students in accordance with QCAA requirements, are appropriate to competence achieved and issued in accordance with national guidelines.

Our quality focus includes a Recognition of Prior Learning Policy, Complaints and Appeal process and the provision of student welfare and guidance services. We will take every opportunity to ensure that this information is disseminated, understood and valued by members of our school community.

External Review

Laidley State High School has agreed to participate in external monitoring and the audit processes required by the state training agency. This covers random audits; audit following complaint and audit for the purposes of re-registration.

Management and Administration

Laidley State High School has policies and management strategies which ensure sound financial and administrative practices. Student records are managed securely and confidentially and are available for student perusal on request.

Marketing and Advertising

Laidley State High School provides students with a sound subject selection process aimed at helping students select a course of study best suited to their needs. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

Training and Assessment Standards

Laidley State High School has staff with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered.

Assessment will meet the National Assessment Principles (including Recognition of Prior Learning and Credit Transfer) as required by QCAA. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Sanctions

Laidley State High School will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, our registration to offer certain vocational education courses may be withdrawn.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) recognises what you have already learned

- from other subjects
- from things you have learned outside school, e.g. community or sporting involvement
- from work experiences or industry placement
- from your part-time job

It measures it against the vocational parts of the subject you are doing or want to do.

If what you have learned at work or elsewhere is relevant to the vocational parts of the subject, you will not have to do those parts.

What's in it for me?

It is important to apply for RPL if you think you already have some knowledge or skills that might be relevant to the vocational parts of your course.

Advantages:

- You will not have to do those vocational education parts of the course for which you have RPL.
- You might not have such a heavy workload.
- RPL recognises that you are entering a course with many skills – that you are not a total beginner.

How does it work?

Application: To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case.

Assessment: You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.

Notification: You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to do those parts.

What do I do now?

If you think you might be eligible for RPL, you should talk to your teacher or counsellor at school. Remember, you can apply for RPL at any time during your course/training program.

The Australian Quality Training Framework

All of the VET programmes offered by this school can lead to a nationally recognised Qualification Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate/Statement of Attainment will be recognised in all eight States/Territories in Australia. This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain.

Program Outcomes and Benefits

Students will be provided with opportunities to achieve the following outcomes.

- Link *off job learning* at school to *on job training* in the workplace.
- Establish *pathways to qualifications* nationally recognised by industry, education and vocational training authorities.
- Apply for *Recognition of Prior Learning (RPL)* to determine, on an individual basis, the competencies obtained by a person through previous formal or informal training, work and / or life experience.
- Receive a *QCE or Statement of Attainment* listing competencies successfully attained and a level of achievement for each Authority Subject and/ or B subject studied.
- Receive a *Statement of Attainment or Certificate* from the school to list competencies successfully achieved for each training program studied.

By choosing VET subjects you will:

- enhance career and employment opportunities by maximising post-school further education, training and employment pathways.

Benefits of being a student in a VET course:

- achieve national qualifications recognised by industry.
- receive recognition for relevant skills and knowledge achieved before studying your VET subject (RPL).

Enrolment and Admission Procedures

Access to VET subjects is open to all students and subjects will be offered if enrolment numbers are viable and human and physical resources are available.

Prior to enrolment students must register for a Unique Student Identifier (USI) which is completed online using the following link <https://www.usi.gov.au>

An enrolment form will be completed by students and upon enrolment the following details will be provided:

- a course outline indicating units of work, units of competency, assessment requirements, materials and equipment required
- VET Student Handbook (can be accessed electronically)
- RPL process and grievance processes will be discussed
- vocational outcomes and opportunities will be discussed
- credit transfers will be outlined
- details of school-based traineeships and apprenticeships will be outlined
- work placement application is issued if applicable.

A student file and profile for the two-year course of study will be established and maintained.

ASSESSMENT

Assessment Procedures

- The school's assessment policy is to be followed by students studying subjects with a VET outcome.
- Extension procedures for assignments and activities are outlined in the diary and applications can be obtained from the Head of Department of VET.
- Studies completed prior to enrolling in your VET course can be recognised through the RPL process.
- Units of competency can be repeated, resat or revisited if unsuccessful at the first attempt.
- You should negotiate with your teacher if you believe certain types of evidence should be collected to validate your competency.
- After commencement of a course, it is possible for students entering late to undertake all units of competency by completing additional studies.
- Competencies can sometimes be assessed in the workplace when on work placement or in your casual jobs.
- Assessment results may be appealed by following the appeals procedure.

Competency-Based Assessment

Competency-based assessment is the process of collecting evidence and making judgments about whether or not you have the knowledge and skills to meet the performance criteria required in the workplace. For example, are you able to use workplace equipment competently?

With this type of assessment you will be given more than one opportunity to gain competency in particular units of competency or learning outcomes.

Assessment Items

In each semester you will complete a number of items of assessment that will be used to assess your level of achievement in this subject. These may take the form of:

- | | |
|-----------------------|---------------------------|
| • written responses | • teacher observation |
| • project work | • case studies |
| • practical work | • portfolios |
| • third party reports | • quizzes and simulations |

Special Education - Queensland Certificate of Individual Achievement (QCIA)

AIMS: The Queensland Certificate of Individual Achievement (QCIA) acknowledges and reports the learning accomplishments of students who undertake studies that are part of an individualised learning program. An individualised learning program is developed by the school to meet the students individual learning needs. It may be a school-developed program or an adapted version of other areas of Queensland Certificate of Education (QCE) study that does not meet the syllabus standards or Vocational Education and Training (VET) requirements.

To be eligible to receive QCIA, students must meet **all** of the following requirements:

- ✓ be nominated by the principal of the school
- ✓ undertake studies that are part of an individualised learning program
- ✓ have an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- ✓ have at least 12 years of schooling (other than schooling in the Preparatory Year)
- ✓ be enrolled at school until the date specified as the end of Year 12.

Not all students with impairments or learning difficulties have to receive a QCIA. The school will consult with students and their parents or carers and decide on the best certification option for each student.

At exit from Year 12, a student cannot receive a QCIA and a QCE. However, a student may be issued with the QCIA and bank some credit towards their QCE. In this situation, the QCE may be achieved and awarded post-school. If a student is eligible for the QCIA, they will be able to record achievements for other learning areas of the QCE in their learning account. For example, Vocational Education and Training (VET), Authority subjects and Authority-registered subjects. Any achievements in these areas are recorded on the Senior Statement and cannot be duplicated on the QCIA.

There are two components of the QCIA:

- ☐ Statement of Achievement
- ☐ Statement of Participation.

The *Statement of Achievement* component certifies the student's demonstrated knowledge and skills according to the student's individual learning program. It is organised under six curriculum areas:

- ☐ Areas of study and learning
- ☐ Communication and technologies
- ☐ Community, citizenship and the environment
- ☐ Leisure and recreation
- ☐ Personal and living dimensions
- ☐ Vocational and transition activities.

The *Statement of Participation* component records activities undertaken as part of the student's senior schooling. Some examples of participation options may include an enterprise education program, a First Aid course, community volunteer work, cross-country or a school musical.

The QCIA is a valuable record of achievement as it is an official record of the completion of 12 years of education. It can be shown to employers as a summary of a student's knowledge and skills and it can be used by training providers to help them to decide on the best training options.



CONTENT: *Students may undertake the following individualised learning programs:*

- ☐ English for Living (EFL)
- ☐ Maths for Living (MFL)
- ☐ Life Skills (LSK)
- ☐ Work Skills (WSK)
- ☐ Community, Environment and Citizenship (CEC)

ENGLISH FOR LIVING

The *English for Living* program continues to build on and develop the language skills and knowledge described in the Year 1 – 10 English syllabus. Fundamental to the program is the concept that students will become critical users of texts, develop abilities in speaking, listening, reading, viewing and writing practices as well as make meaning of texts through understanding the influence of cultural contexts and social situations.

MATHS FOR LIVING

The *Maths for Living* program has been designed for students in the senior phase of learning who have for many reasons not become functionally numerate. Throughout the program, importance is placed on supporting and facilitating learning through creating an environment that responds to students as they make sense of the world around them. Learning experiences are hands-on, concrete and use relevant real-life situations to derive mathematical meaning.

LIFE SKILLS

The *Life Skills* program provides students with opportunities to acquire the basic skills they need to achieve independence and success in everyday life. The program focuses on skills such as self-awareness (knowing oneself and personal life choices), people skills, (relating to others), academic skills (reading, writing, maths and study skills), practical living skills (money, travel, living arrangements, shopping, eating, nutrition and exercise), vocational skills (finding a vocation, getting and keeping a job) and problem solving skills (making good decisions, using resources, setting goals and understanding risks).

WORK SKILLS

The *Work Skills* program requires students to successfully complete 10 units of work which focuses on developing basic skills for the workplace. Unit topics include:

- Develop career and learning development plan
- Work Safely
- Present a positive image in the workplace
- Develop basic knowledge of workplace relations
- Participate in structured workplace learning
- Receive and convey messages
- Apply job search and interview skills
- Use appropriate equipment
- Apply an enterprising approach in a team environment
- Locate and select relevant information

COMMUNITY, ENVIRONMENT AND CITIZENSHIP

The Community, Environment and Citizenship studies deals with the skills needed to function effectively in current and future life roles. Throughout this course students will be given the opportunity to practice new skills in a variety of settings including home, school, work, among peers and in the community. This program of study aims to:

- encourage students to develop strategies to recognise, face and deal with personal, social, workplace and community challenges
- enable students to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole
- help students understand the implications of their own and others' behaviour
- develop skills to manage change, be resilient and adaptive to cope with the demands of everyday life
- develop skills to access, organise and analyse information and communicate the information effectively to others through planning, teamwork and problem solving
- foster appreciation and respect for cultural diversity
- foster personal development and social skills which lead to self-reliance, self-management, concern for others, and the ability to work in a team
- encourage responsible attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.

The Community, Environment and Citizenship studies consists of the four life roles:

- personal management – personal skills
- management of relationships – social skills
- resources management – self management skills
- community participation – citizenship skills

Personal skills help students grow and develop as individuals and also help them to understand how their own actions influence others.

Social skills help students live with and relate to other people across a variety of family, social and cultural contexts.

Self-management skills help students use their time and capabilities for personal enrichment and the benefit of the communities in which they live.

Citizenship skills help students receive positive and enriching experiences from, and make creative contributions to, the various communities of which they are a part, so that they may enhance their own lifestyles and sustain quality community life.

RESOURCES/TEXTS:

- Students need to maintain print credit as the theory is conducted online in some subjects.
- 5 x 96 page A4 exercise books (one for each subject listed above).

PREREQUISITES: NIL

ASSESSMENT: Assessment will be conducted as practical tasks as well as oral presentations, portfolios, projects, examinations, Third Party Reports and assignments. An exit level of achievement will be awarded at the end of each semester. Assessments will be conducted in both individual and group situations.

COSTS: NIL

PREREQUISITES:

Students must undertake studies that are part of an individualised learning program and have either an impairment or difficulty in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

COSTS: (In addition to the Resource Hire Scheme)

Excursions are sometimes organised to complement the course. While these excursions are not compulsory, it is beneficial for students to attend them.

OPTIONAL LEARNING PATHWAYS

The Pathway to Alternative Programs

Optional Learning Pathways is about providing pathways into post-secondary schooling options, either in terms of further study or employment. Alternative programs include:

- School based traineeships and apprenticeships which provide opportunities for students to earn while they learn
- Structured work placement, work experience and work shadowing which gives students the opportunity to try different vocations and in some cases this can lead to offers of part-time or full-time employment
- Enrolling in a TAFE course offered as part of the 'schools program', which means students can access a number of courses in recognised skills shortage areas at minimal costs. Course duration is generally 12 months and Yr 11 and 12 students can attend either the Bundamba or Toowoomba campuses of TAFE South West.

Students who select an alternative program will miss one day per week of schooling and as such have a number of responsibilities and expectations in order to succeed in both their schooling and alternate pathway:

- Students and their parents are accountable for activities undertaken as part of an alternative program, so all absences must be advised to the school and documented through the normal processes
- Log books are provided to all students undertaking work placement and/or school-based traineeships and apprenticeships to document the activities performed by students and provide a record of attendance
- There is a large amount of documentation required to complete any of the alternative pathways listed above, to ensure students are covered by insurance in the workplace and/or enrolled correctly in courses, it is essential that all paperwork is returned in a timely manner.
- Students will be expected to maintain the following: 85% attendance, majority of the teachers indicating the students effort and behaviour is of at least a satisfactory standard and stay up to date with all subjects. If students do not meet the above criteria the school has the ability to withdraw their support of the School Based Apprenticeship/Traineeship.

Any questions relating to alternative programs can be directed to the Senior Schooling Department via the school office.

School Based Apprenticeships and Traineeships (SATs)

AIMS: SATs aim to increase the vocational skills of students whilst still at school. A school based traineeship or apprenticeship arrangement combines paid work, a training course and the school curriculum. It provides work for a nominal period that allows a student to successfully gain competence in a trade or vocational area.

Successful trainees will be issued with a nationally recognised certificate from the government and a Statement of Attainment from the Training Provider listing competencies achieved both on-the-job and off-the-job.

DETAILS:

- commence a SAT while at school (still classified as a full-time student)
- attend work part-time (usually one day per week, or for block periods and for some days during the school holidays)
- if necessary, attend school part-time (3-4 days per week)
- undertake the off-the-job training component of their apprenticeship/ traineeship during school time. Some training may be able to be done at School
- may earn up to \$6000 per annum before Youth Allowance entitlements are affected.

QCE CREDITS AVAILABLE: up to 8 credits

THE PROCEDURE FOR STUDENTS ENTERING INTO A SCHOOL-BASED TRAINEESHIP /APPRENTICESHIP:

1. Student and employer meet for a few day's work experience to confirm both parties are happy with the working arrangement.
2. The Co-ordinator will visit the employer and discuss the traineeship arrangements and responsibilities of all parties. The Co-ordinator will also discuss the responsibilities with the school, the parents and training organisation and answer any questions.
3. The employer decides on which Training Organisation to link with to deliver the training to the trainee as well as assess the appropriate level of traineeship.
4. The Co-ordinator organises the signing of the official Training Agreement with the New Apprenticeship Centre, employer, guardian's trainee, registered training organisation and school.
5. At the end of probation, the co-ordinator reminds employers to apply for the Federal incentive funding and to check that training has begun.
6. The employer is responsible for ringing Wage Line to check the wage and conditions for the trainee and to have the business name and ABN particulars ready at the signing of the agreement.
7. The trainee is released from school one day per week, or at negotiated times. Employers do not pay the trainee when he/she is at training. As a school-based trainee, the trainee is paid only for the time worked which can include school holidays.

TAFE for School 2021 Schools Program

To facilitate a wider range of vocational pathways, TAFE at School has developed a number of schools program courses that students can study one day per week at the TAFE campuses at Bundamba, Springfield and Toowoomba.

The Year 11 and 12 Pathways Program is a platform to assist students in their future careers with a qualification that enables broader choices into better skilled employment and further learning.

Benefits of the Program

- Provides students the opportunity to access higher level qualifications
- Complements the senior phase of student outcomes
- Contributes to the Queensland Certificate of Education
- Enables achievement in workforce preparation and industry acknowledged qualifications

Program Dates

Year 11 & 12 courses run from early February to early November, excluding public holidays and may be extended depending on program requirements.

Course Commencement

Commencement of all courses offered is dependent on sufficient enrolments. A specified minimum of students per class is required.

Student Attendance

Students are required to attend classes every day as outlined in the program dates. It is important that students commit to the program and that schools and parents support students to attend as scheduled.

Fees

Payment of fees forms part of the enrolment process and vary depending on the material costs involved in the chosen course.

School students are required to pay material fees and a technology fee only, part of this fee is used to provide the student with a TAFE ID card. Students are required to have this ID card on their person when attending class on any TAFE campus.

Fees are not refundable if a student withdraws from a course of study.

Enrolment Process

Students are required to submit an "Expression of Interest" form which is located on-line at TAFE Southwest website, indicating their course preference. Allocation of places will be undertaken in order of receipt of a submitted Expression of Interest form.

The TAFE South West will send all enrolment packs for students to the school for distribution to successful students. Students will need to enrol by the end of October for commencement the following year.

Prerequisites

To enrol in a TAFE course students must have received a "C" standard in at least one semester of Year 10 & 11 Mathematics *and* English.

Course Offerings

There is a range of Certificate I, II, III and Diploma courses offered. Courses run for 1 year on days yet to be determined. Year 11 and 12 students are eligible to enrol.

Further Details

A complete guide to TAFE South West schools programs is located on their website, www.tafeqlld.edu.au

Subject Selections

Subject Specific Fees

Please note that certain subjects in the Senior School have a fee beyond the traditional Resource Scheme fee. This has come about as these subjects have a high level of consumable resources. Although each of these subjects receives funding from school, the additional funds received ensures your child gains the educational experiences needed to fully explore the subject. Without these fees we cannot supply your child with all resources. You would need to purchase these yourself. Each subject can provide your child with a list of these resources.

Subjects requiring fees for consumables or special equipment are:

Fees are:

• BUILDING AND CONSTRUCTION SKILLS	\$110
• CERTIFICATE II IN HOSPITALITY	\$70
• CERTIFICATE III in BUSINESS (for 2 Year Course)	\$245
• CERTIFICATE III in FITNESS (for 2 Year Course)	\$365
• CERTIFICATE III in SPORT COACHING	\$300
• FASHION	\$40
• FILM, TELEVISION AND NEW MEDIA	\$40
• FURNISHING SKILLS	\$110
• MEDIA ARTS IN PRACTISE	\$40
• VISUAL ART	\$40
• VISUAL ARTS IN PRACTICE	\$40
• INDUSTRIAL GRAPHICS SKILLS	\$50 - TBA

The fee for each subject is set by the P&C Association towards the end of each year for the following year. Parents experiencing financial difficulties should contact the Business Manager to negotiate an appropriate solution.

** NOTE: 2024 fees are yet to be finalised with the P&C Association and are subject to change.*

Subject Based Excursions

Certain subjects have a requirement that students are involved in an out of school excursion/camp or course.

Approximate costs from previous years were:

• BIOLOGY	\$60 (Camp)
• DRAMA live performances	up to \$50

Subject Changes

Students and parents should note that all Senior Subjects are 2 year – 4 semester-programs which demand not only a strong commitment to study but also regular class attendance. This is so that the aims and objectives within a given subject can be fully satisfied. Because the requirements of attendance and course work completion will determine whether a student gains credit for any given semester's work within a subject, students are not permitted to change subjects **unless extensive consultation has occurred between the student's parents/guardians and the class teacher, Heads of Department, Guidance Officer and Administration.**

Should a change of subject be considered appropriate for a student after thorough consultation, the change **may occur only within the first 2 weeks of a semester**. A change of subject at the end of Semester 1 Year 11 would of course mean that the subject can only expect to be credited with having completed **3 out of the 4 semesters** for the new subject. This would mean the student can only receive a **maximum of 3 points** from the new subject and possibly 1 point from the previous subject (depending on whether the student left with a satisfactory rating). ***No subject changes are possible from the commencement of year 12.***

The Years 11 & 12, students are required to study 6 subjects unless:

- The student is signed into a traineeship or apprenticeships in which case he/she may study only 5 subjects. Students signing up late in the semester will be expected to complete the subject for that semester and be rated.
- There is an ongoing medical circumstance affecting learning. The decision to do a fewer number of subjects will be left with the Principal in negotiation with the family.
- The student is experiencing difficulties associated with extraordinary family circumstances – again the decision is left to the Principal, in consultation with the family.

QCAA Senior Syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods

Applied

- Essential Mathematics

English

General

- English
- Literature

Applied

- Essential English

Humanities

General

- Ancient History
- Business
- Legal Studies

Short course

- Career Education
- Social & Community Studies

Technologies

Applied

- Building & Construction Skills
- Fashion
- Furnishing Skills
- Industrial Graphics Skills

Health and Physical Education

General

- Physical Education

Applied

- Early Childhood Studies
- Sport & Recreation

Science

General

- Biology
- Chemistry
- Physics
- Psychology
- Agricultural Practices

The Arts

General

- Drama
- Film, Television & New Media
- Music
- Visual Art

Applied

- Dance in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

VET Subjects

- Certificate III in Business (BSB30120) + Certificate II in Tourism (SIT20122)
- Certificate II in Engineering Pathways (MEM20413)
- Certificate III in Fitness (SIS30321)
- Certificate II in Hospitality (SIT20322)
- Certificate II in Information, Digital Media and Technology (ICT20115)
- Certificate III in Sport Coaching (SIS30521)

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context

related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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 creatively think and imagine by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others. 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. They critically 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	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • 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	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) — short response examination 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

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 evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering 	Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica 	Reconstructing the ancient world <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) 	People, power and authority <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices. 	<ul style="list-style-type: none"> • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<ul style="list-style-type: none"> • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — business report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • 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		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — inquiry report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Career Education is a one-unit course, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

It focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career.

Career Education can also assist schools in the development of the Senior Education and Training (SET) Plans for students.

Students explore career development and management strategies that help them plan for and shape their future, providing them with essential knowledge, understanding and skills for participation in a rapidly changing world of work. They come to understand what they need to adapt to multiple transitions in work, career and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

As students consider their future directions and prepare to make successful transitions to work, career and further education and/or

training, they explore career options that incorporate their interests and skills, set personal goals and implement initial stages of career plans.

Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

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

- demonstrate knowledge and understanding of self, work practices and career development processes
- select, analyse and apply information related to work and career development
- use oral and written language to communicate information
- plan, implement and adjust processes to achieve learning outcomes
- apply learning.

Structure and Assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: My current skills and attributes	Topic 2: My options for the future
One assessment consisting of two parts: <ul style="list-style-type: none">• a spoken/signed presentation — workplace interview or survey (Internal assessment 1A)• a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: <ul style="list-style-type: none">• an extended written response — a career investigation (Internal assessment 2A)• a student learning journal (Internal assessment 2B).

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction 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 Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler,

plumber, steel fixer, landscaper and electrician.

Objectives

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

- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information
- analyse construction tasks to organise materials and resources
- select and apply construction skills and procedures in construction tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt construction processes
- create structures from specifications
- evaluate industry practices, construction processes and structures, and make recommendations.

Structure

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Construction processes 	Carpentry plus at least two other electives: <ul style="list-style-type: none"> • Bricklaying • Concreting • Landscaping • Plastering and painting • Tiling.

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling,

costume design, production manufacture, merchandising, and retail.

Objectives

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core topics	Elective topics	
<ul style="list-style-type: none"> • Fashion culture • Fashion technologies • Fashion design 	<ul style="list-style-type: none"> • Adornment <ul style="list-style-type: none"> – Accessories – Millinery – Wearable art • Collections • Fashion designers 	<ul style="list-style-type: none"> • Fashion in history • Haute couture • Sustainable clothing • Textiles • Theatrical design • Merchandising

Assessment

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

- two projects
- one extended response.

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: 1–4. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • products 1–4

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

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

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

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example,

a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	<ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

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

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

Pathways

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

structural drafter, civil drafter and survey drafter.

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Drafting processes	<ul style="list-style-type: none">• Building and construction drafting• Engineering drafting• Furnishing drafting

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a technical drawing (which includes a model) component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Fundamentals of early childhood• Practices in early childhood learning	<ul style="list-style-type: none">• Play and creativity• Literacy and numeracy skills• Being in a safe place• Health and physical wellbeing• Indoor and outdoor learning environments

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Assessment

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

- two projects
- two other assessments.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing.

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Assessment

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

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

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

Summative assessments

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

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

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Agricultural Practices includes two areas of study, 'Animal studies' and 'Plant studies', which focus on building knowledge and skills suited to practical situations in agricultural workplaces. Schools decide whether to include one or both of the areas of study in their course of study. Learning in the selected areas of study is delivered through modules of work set in specific animal and plant contexts, such as poultry, vegetables or conservation areas.

'Safety and management practices' are embedded across both areas of study and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. These practices include skills needed to work effectively and efficiently as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

In the course of study, students learn the core topics for the included area/s of study and 'Safety and management practices', plus at least two elective topics by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4).

Pathways

A course of study in Agricultural Practices can establish a basis for the further education, training and employment in agricultural, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information.
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness

Core	Electives
<ul style="list-style-type: none"> Animal industries must be studied if the course of study includes 'Animal studies'. Plant industries must be studied if the course of study includes 'Plant studies'. Rules, regulations and recommendations Equipment maintenance and operation Management practices 	<p>These electives can be selected if the course of study includes the area 'Animal studies'.</p> <ul style="list-style-type: none"> Infrastructure (animal studies) Production (animal studies) Agribusiness (animal studies) <p>These electives can be selected if the course of study includes the area 'Plant studies'.</p> <ul style="list-style-type: none"> Infrastructure (plant studies) Production (plant studies) Agribusiness (plant studies) <p>This elective can be selected in any course of study:</p> <ul style="list-style-type: none"> Operating machinery

Assessment

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

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

Project	Collection of Work	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A response to a series of task relating to single topic in a module of work	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal <ul style="list-style-type: none"> non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes product: variable conditions. 	<p>At least three assessable components from the following:</p> <ul style="list-style-type: none"> written: 200–300 words spoken: 1½–2½ minutes multimodal <ul style="list-style-type: none"> non-presentation: 8 A4 pages max (or equivalent) presentation: 2–3 minutes <p>product: variable conditions.</p>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal <ul style="list-style-type: none"> non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

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	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> • 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		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project — practice-led project	
Summative internal assessment 2 (IA2):	20%		
• Project — dramatic concept			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

Film, Television & New Media

General Senior Subject

General

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

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

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

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of

information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none"> • Concept: technologies <p>How are tools and associated processes used to create meaning?</p> <ul style="list-style-type: none"> • Concept: institutions <p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> • Concept: languages <p>How do signs and symbols, codes and conventions create meaning?</p>	Story forms <ul style="list-style-type: none"> • Concept: representations <p>How do representations function in story forms?</p> <ul style="list-style-type: none"> • Concept: audiences <p>How does the relationship between story forms and meaning change in different contexts?</p> <ul style="list-style-type: none"> • Concept: languages <p>How are media languages used to construct stories?</p>	Participation <ul style="list-style-type: none"> • Concept: technologies <p>How do technologies enable or constrain participation?</p> <ul style="list-style-type: none"> • Concept: audiences <p>How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> • Concept: institutions <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	Identity <ul style="list-style-type: none"> • Concept: technologies <p>How do media artists experiment with technological practices?</p> <ul style="list-style-type: none"> • Concept: representations <p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> • Concept: languages <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>

Assessment

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

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

Summative assessments

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	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?	Innovations Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	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		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Integrated project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination			

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

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and

employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	Art as code Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	Art as knowledge Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education,

dance teaching, choreography, performance and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Structure

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

Core	Electives
<ul style="list-style-type: none"> • Dance performance • Dance production • Dance literacies 	<ul style="list-style-type: none"> • Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Assessment

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

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> • a dance performance: 1½ – 2 minutes • at least one other component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes • product: variable conditions. 	<ul style="list-style-type: none"> • Dance performance: 2–3 minutes • Production performance: variable conditions • Teaching performance: variable conditions 	<ul style="list-style-type: none"> • Design solution and folio: variable conditions • Choreographic work: 2–3 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Media Arts in Practice

Applied Senior Subject

Applied

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

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

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

Pathways

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

Structure

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

Core	Electives
<ul style="list-style-type: none">• Media technologies• Media communications• Media in society	<ul style="list-style-type: none">• Audio• Curating• Graphic design• Interactive media• Moving images• Still image

Objectives

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

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

Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

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

Core	Electives
<ul style="list-style-type: none"> • Music principles • Music practices 	<ul style="list-style-type: none"> • Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising • The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

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

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions. 	<ul style="list-style-type: none"> • music performance: minimum of two minutes total performance time • production performance: variable conditions 	<ul style="list-style-type: none"> • manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Visual Arts in Practice

Applied Senior Subject

Applied

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

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

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

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating,

illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

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

Structure

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

Core	Electives
<ul style="list-style-type: none">• Visual mediums, technologies, techniques• Visual literacies and contexts• Artwork realisation	<ul style="list-style-type: none">• 2D• 3D• Digital and 4D• Design• Craft

Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>A project consists of:</p> <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Vocational Education

What is VET?

Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for young people in the senior phase of learning.

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education (QCE) and/or the attainment of a nationally recognised VET qualification
- support young people's transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity on how workplaces operate
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Young people can access VET in a number of ways including:

- through their school being a Registered Training Organisation
- at TAFE
- at another Registered Training Organisation
- or through a School-Based Apprenticeship or Traineeship.

The Queensland Curriculum and Assessment Authority (QCAA), as delegate for the Australian Skills Quality Authority (ASQA), registers and audits Queensland school registered training organisations (RTOs).

The QCAA can register Queensland school RTOs to deliver and assess vocational education and training for all qualifications and accredited courses up to AQF Certificate IV level (except those declared as an apprenticeship in Queensland).

Laidley School is a registered RTO through the QCAA and may deliver VET to students in Years 11 and 12.



VET SUBJECTS

- Certificate III in Business (BSB30120) + Certificate II Tourism (SIT20122)
- Certificate II in Engineering Pathways (MEM20413)
- Certificate III in Fitness (SIS30321) - **check units**
- Certificate II in Hospitality (SIT20322) - **fixed**.
- Certificate III in Sport Coaching (SIS30521) - **check units**

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

- face-to-face instruction
- guided learning
- online learning

Fees: There are no additional costs involved in this course.

Assessment: Assessment is competency based and completed in a simulated business environment. Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- projects
- written tasks.

Pathways: This qualification may articulate into:

- BSB30120 Certificate III in Business
- BSB40215 Certificate IV in Business

BSB30120 Certificate III in Business + SIT20122 Certificate II in Tourism

VET subject RTO number: 31319

VET



Binnacle's Dual Qualification: BSB30120 Certificate III in Business + SIT20122 Certificate II in Tourism has graduates be competent in a range of essential business skills including; customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices.

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

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This is a two-year course delivered in Years 11 and 12 on site at Laidley State High School on behalf of Binnacle Training College (RTO number 31319)

Course units: Students are required to successfully complete 19 competencies to achieve their Certificate III in Business (BS30120) and Certificate II in Tourism (SIT20122) from the Business Services Training Package (BSB).

Y E A R	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
11	<ul style="list-style-type: none"> Introduction to the Business Services and Travel/Tourism industries Personal Wellbeing in the Workplace Organise Personal Work Priorities 	<ul style="list-style-type: none"> Source, use and present information 	<ul style="list-style-type: none"> Workplace health and safety Sustainable Work practices 	<ul style="list-style-type: none"> Social and cultural sensitivity Working effectively with others Customer service
Y E A R	Semester 3		Semester 4	
	Term 1	Term 2	Term 3	Term 4
12	<ul style="list-style-type: none"> Inclusive work practices Workplace communication Working in a team Critical thinking skills 	<ul style="list-style-type: none"> Business Documents 	<ul style="list-style-type: none"> Deliver a service Electronic presentations 	<ul style="list-style-type: none"> Finalisation of Certificate assessment

UNITS OF COMPETENCY

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

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.

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

QCE credits available: 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.

Resources/texts: Laptop and home internet access for completion of study outside school hours.

Prerequisites: Students must have a passion for and/or 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 (high C in English) and an enthusiasm/motivation to participate in a range of projects both within and outside school hours.

Costs: \$245 (Binnacle training and administration fees - upfront). Please be aware that these prices may be subject to change prior to commencement of the course in 2021.

Careers and pathways: The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>

<u>IMPORTANT</u> PROGRAM DISCLOSURE STATEMENT (PDS)	<i>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. 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).</i> <i>To access Binnacle's PDS, visit:</i> <i>http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.</i>
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For further information, contact Jarrod Goltz HOD of VET (jjgol0@eq.edu.au)

MEM20413 Certificate II in Engineering Pathways

VET subject RTO number: 31193

VET



MEM20413 Certificate II in Engineering Pathways

This pre-vocational course in engineering provided through Blue Dog Training is recommended as a pre-apprenticeship pathway to an engineering trade qualification.

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

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 pathways include:

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

Blue Dog Training does not charge any fees for students to participate in this program. However, students cannot access funding for more than one (1) Employability Stream Course whilst at school. This is a funding requirement for Pre-Qualified Suppliers (PQS). Subsidies for VETiS are detailed in the Queensland Training Subsidies List.

Funding is provided by the Department of Employment, Small Business and Training for eligible students.



Call one of our industry-current trainers for more information

Accurate as at time of publication. For most recent updates, visit www.bluedogtraining.com.au

Course Details

Core Units

MEM13014A - Apply principles of occupational health and safety in the work environment

MSAENV272B - Participate in environmentally sustainable work practices

MEMPE005A - Develop a career plan for the engineering and manufacturing industry

MEMPE006A - Undertake a basic engineering project

Elective Units

MEM16008A - Interact with computing technology

MEM16006A - Organise and communicate information

MEMPE003A - Use oxy-acetylene and soldering equipment or MEMPE007A - Pull apart and re-assemble engineering mechanisms

MEMPE002A - Use electric welding machines

MEMPE001A - Use engineering workshop machines

MSAPMSUP106A - Work in a team

MEM18001C - Use hand tools

MEM18002B - Use power tools/hand held operations

Assessment

This is a competency based course with most of the units using online theory and practical components covered through practical projects, activities or student demonstration. The students are assessed as either competent or not yet competent. Students may gain four (4) credit points towards their QCE.

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

SIS30321 Certificate III in Fitness

VET subject RTO number: 31319

VET



Qualification description: Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. This course is delivered by Laidley SHS staff in partnership with Binnacle Training College (RTO Code: 31319) and is a nationally recognised qualification.

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

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This is a two-year course delivered in Years 11 and 12 on site at Laidley State High School on behalf of Binnacle Training College (RTO number 31319).

Course units: Students are required to successfully complete 16 competencies to achieve their Certificate III in Fitness (SIS30321) from the Sport, Fitness and Recreation Training Package (SIS).

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR001	Respond to emergency situations (SISXEMR003)	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

TERM 1	TOPICS
	<ul style="list-style-type: none"> › Introduction to the Sport, Fitness and Recreation Industry › Introduction to Coaching Programs
	PROGRAMS <ul style="list-style-type: none"> › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 2	TOPICS
	<ul style="list-style-type: none"> › Introduction to Community Programs › Introduction to Conditioning Programs
	PROGRAMS <ul style="list-style-type: none"> › Community SFR Program: Assist with Delivering Community SFR Sessions › Conditioning Program: Participate in Conditioning Sessions
TERM 3	TOPICS
	<ul style="list-style-type: none"> › Working in the SFR Industry › Providing Quality Service in the SFR Industry
	PROGRAMS <ul style="list-style-type: none"> › Group Conditioning Program: Plan and Deliver Group Conditioning Sessions › One-on-one Conditioning Program: Plan and Deliver a Cardio Program
TERM 4	TOPICS
	<ul style="list-style-type: none"> › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS <ul style="list-style-type: none"> › Recreational Group Exercise Program
QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20122 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	TOPICS
	<ul style="list-style-type: none"> › Anatomy and Physiology › Health and Nutrition Consultations
	PROGRAMS <ul style="list-style-type: none"> › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	TOPICS
	<ul style="list-style-type: none"> › Screening and Health Assessments › Specific Population Clients › Older Clients
	PROGRAMS <ul style="list-style-type: none"> › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions
TERM 7	TOPICS
	<ul style="list-style-type: none"> › Older Clients › Specific Populations
	PROGRAMS
	Group Exercise and Gym-based One-on-One Sessions: <ul style="list-style-type: none"> › Female and Male Adults aged 18+; and › Older adults aged 55+

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

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

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

- Practical tasks (including with clients)
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

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.

NOTE: This program involves a mandatory 'outside subject' weekly component across each term with at least 5 practical sessions where students will be required to train and be trained by others in and outside the gym facility.

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

QCE credits available: 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.

Resources/texts: Laptop and home internet access for completion of study outside school hours.

Prerequisites: 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 (application 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.

Costs: \$365 (Binnacle training and administration fees - upfront). This cost does include the First Aid Certificate. Please be aware that these prices may be subject to change prior to commencement of the course in 2025.

Careers and Pathways: The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students may also choose to continue their study by completing the Certificate IV in Fitness. Students can use their Certificate III as a career pathway into a Certificate IV in Fitness which would allow them to become a personal trainer.

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

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)	<p><i>This document is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement</u> (PDS). The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</i></p> <p><i>To access Binnacle's PDS, visit:</i></p> <p>http://www.binnacletraining.com.au/rto.php and select "RTO Files".</p>
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For further information, contact Jarrod Goltz HOD of VET (jjgol0@eq.edu.au)

SIT20322 Certificate II in Hospitality

VET subject RTO number: 30389

VET



Qualification description: This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. The qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, catering operation, pubs, cafes and coffee shops.

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

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This is a two-year course delivered in Years 11 and 12 on site at Laidley State High School.

Course units: Students are required to successfully complete 12 competencies to achieve their Certificate II in Hospitality (SIT20322) from the Tourism, Travel and Hospitality Training Package (SIT).

Y E A R	Semester 1 <i>Introduction to Hospitality</i>	Semester 2 <i>Working in the Hospitality Industry</i>
	<p><i>During the semester, students will focus on:</i></p> <p>SITXFSA005 Use hygiene practices for food safety</p> <p>SITXWHS005 Participate in safe work practices</p> <p>TLIE1009 Carry out basic workplace calculations</p> <p>SITHIND006 Source and use information on the hospitality industry</p> <p>SITHIND007 Use hospitality skills effectively* (ongoing)</p>	<p><i>During the semester, students will focus on:</i></p> <p>SITHFAB025 Prepare and serve espresso coffee</p> <p>Serve food and beverage</p> <p>SITHFAB027 Participate in Sustainable Work Practices</p> <p>BSBSUS211 Use hospitality skills effectively* (ongoing)</p> <p>SITHIND007</p>
Y E A R	Semester 3 <i>Food & Beverage Preparation and Services</i>	Semester 4 <i>Food & Beverage Preparation and service</i>
	<p><i>During the semester, students will focus on:</i></p> <p>SITHFAB024 Prepare and serve non-alcoholic beverages</p> <p>SITXCCS011 Interact with customers</p> <p>BSBWOR201 Work effectively with others</p> <p>SITXCOM007 Show social and cultural sensitivity</p> <p>SITHIND007 Use hospitality skills effectively* (ongoing)</p>	<p><i>During the semester, students will focus on:</i></p> <p>SITHIND007 Use hospitality skills effectively* (ongoing)</p>

* These competencies are delivered across a number of semesters

** The competencies listed above are subject to change before commencement of training and assessing in 2021.

RTO Obligation: The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

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

- face-to-face instruction
- guided learning
- online learning

Fees: There are no additional costs involved in this course.

Assessment: Assessment is competency based and completed in a simulated IT environment. Units of competency are clustered and assessed in this way to replicate what occurs in an IT/business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- projects
- written tasks.

Pathways: This qualification may articulate into:

- Certificate III in Information, Digital Media and Technology
- Certificate IV in Information, Digital Media and Technology.

SIS30521 Certificate III in Sport Coaching

VET subject RTO number: 91345

VET



Qualification description: This qualification is a practical-based course whereby students gain the necessary knowledge, skills and attitude to work in the sporting industry. Laidley SHS staff will deliver the qualification in conjunction with College of Sports & Fitness and Qld Touch Football staff. It is a requirement of the course that students are involved in Structured Community Placements e.g. officiating at a local Touch Club or assist at local schools' events to demonstrate competencies required for the successful implementation of community sport programs.. The program is designed in partnership with sporting bodies, schools and communities in creating local opportunities for students into entry level employment in the local sport industry.

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

Entry requirements: There are no entry requirements for this qualification.

Duration and location: This is a two-year course delivered in Years 11 and 12 on site at Laidley State High School on behalf of College of Sports and Fitness (CSF) RTO number: 91345.

Course units: Students are required to successfully complete 10 competencies to achieve their Certificate III in Sport Coaching from the Sport, Fitness and Recreation Training Package (SIS).

YEAR 11			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Meet participants needs Maintain equipment for activities Coach sport participants to an intermediate level 	<ul style="list-style-type: none"> Identify risk and apply risk management processes Coach participants in sport competition Coach sport participants to an intermediate level 	<ul style="list-style-type: none"> Coach sport participants to an intermediate level Work in a community coaching role Officiate sport competitions 	<ul style="list-style-type: none"> Officiate sport competitions Provide first aid Coach sport participants to an intermediate level
YEAR 12			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Coach sport participants to an intermediate level Participate in workplace health and safety Officiate sport competitions 	<ul style="list-style-type: none"> Officiate sport competitions Coach sport participants to an intermediate level Coach participants in sport competition 	<ul style="list-style-type: none"> Finalisation of certificate competencies 	

UNIT CODE	UNIT TITLE	SIS30521 Cert III in Sport Coaching
BSBRSK401	Identify risk and apply risk management processes	Core
HLTAID003	Provide first aid	Core
HLTWHS001	Participate in workplace health and safety	Core
SISSSCO002	Work in a community coaching role	Core
SISSSCO003	Meet participant coaching needs	Core
SISSSCO005	Continuously improve coaching skills and knowledge	Core
SISSSCO016	Coach participants in a sport competition	Elective
SISSSOF003	Officiate sport competitions	Elective
SISXFAC001	Maintain equipment for activities	Elective
SISSSCO012	Coach sport participants to an intermediate level (Touch Football)	Elective

The competencies listed above are subject to change before commencement of training and assessing in 2021.

Structure: The program will operate within the normal school timetable, being 3 x 70 minutes per week. This will include a session delivered from industry expertise. There will be a level of flexibility to ensure the focus of competencies, skills, drills, minor games, practice and feedback are being constantly administered. There will be opportunity to experience a range of different recreational activities and projects within the program for variety and fun.

Assessment: Assessment in this course is competency-based and may consist of:

- Role Plays
- Questions & Answers
- Workbook Activities
- Assignments
- Observations
- Practical demonstrations
- Case Studies
- Presentations and
- Engagement with our sporting industry partners.

NOTE: Students may be required to complete practical components during their school holidays or commit to officiating competitions outside the regular school hours. Students are required to make their own transport arrangements to and from their field placements.

QCE credits available: Successful completion of the Certificate III in Sport Coaching contributes a maximum of eight (8) credits towards a student's QCE

Prerequisites: Have a genuine interest to get involved in community sport as a player, official or coach and event management. Having played the game of Touch is beneficial but not expected. Students must have a willingness to work in team environments as well as independently. Any exceptions must be endorsed by the Head of Department and approved by Administration.

Costs: \$300. Please be aware that these prices may be subject to change prior to commencement of the course in 2021.

Please note specific sport accreditation supplied under this program as an option.

For students who wish to further their career or as first jobs program within the sporting industry, courses and events will be provided to each student as pathway opportunities. Each sporting partners delivers courses throughout the region, specific accreditation is conducted and included in this course. CSF and Laidley SHS in partnership with Queensland Touch Football will assist each student with options and avenues throughout the program.

Careers and pathways: The Certificate III in Sports Coaching will be used by students seeking to enter the Sport and Recreation Industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Sport Science/Human Movement/Education). For example:

- Personal Trainer
- Sport Development Officer
- Sports Coach

The links below provide videos regarding career opportunities within this field:

<https://www.skillsone.com.au/vidgallery/the-job-i-love-personal-trainer/>

<https://www.skillsone.com.au/vidgallery/the-job-i-love-game-development-officer/>

<https://www.skillsone.com.au/vidgallery/the-job-i-love-soccer-coach/>

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

<https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>