

BRAY PARK  
STATE HIGH SCHOOL



Challenge  
The Unknown

BRAY PARK  
STATE HIGH SCHOOL

# Senior Subject Guide 2023



# Contents

<b>Introduction</b>	<b>1</b>
Senior Education Profile .....	3
Senior Statement.....	4
Queensland Certificate of Education (QCE) .....	4
Queensland Certificate of Individual Achievement (QCIA) .....	4
<b>Senior subjects</b>	<b>4</b>
Underpinning factors .....	5
Vocational education and training (VET) .....	5
Australian Tertiary Admission Rank (ATAR) eligibility .....	6
<b>Applied and Applied (Essential) syllabuses</b>	<b>6</b>
Course overview .....	6
Assessment .....	6
<b>General syllabuses</b>	<b>8</b>
Course overview .....	8
Assessment .....	8
<b>General (Extension) syllabuses</b>	<b>9</b>
Course overview .....	9
Assessment .....	9
<b>Short Course syllabuses</b>	<b>10</b>
Course overview .....	10
Assessment .....	10
<b>VET Courses</b>	<b>10</b>
School based traineeships and Apprenticeships .....	10
TAFE at School .....	11
<b>Recommended Pre-Learning</b>	<b>12</b>
<b>The Senior Curriculum 2023/24</b>	<b>14</b>
Essential English .....	15
English.....	17
English & Literature Extension.....	19
Sport & Recreation .....	21
Physical Education .....	23
Certificate III in Fitness (SIS30321) .....	25

SIS30115 Certificate III in Sport and Recreation .....	27
Social & Community Studies .....	29
Tourism.....	31
Ancient History .....	33
Business .....	35
Certificate III in Business (BSB30120).....	37
Diploma in Business (BSB50120).....	39
Certificate II in Active Volunteering (CHC24015).....	44
Geography.....	46
Legal Studies.....	48
Modern History .....	50
Japanese .....	52
Essential Mathematics.....	54
General Mathematics .....	56
Mathematical Methods .....	58
Specialist Mathematics .....	60
Science in Practice .....	62
Biology.....	64
Chemistry .....	66
Physics .....	68
Psychology .....	70
Early Childhood Studies .....	72
Certificate II in Furniture Making (MSF20313).....	74
Certificate II in Hospitality (SIT20316) .....	76
Certificate II in Automotive Vocational Preparation (AUR20720).....	78
Certificate II in Engineering Pathways (MEM20413) .....	80
Design .....	82
Information & Communication Technology.....	84
Dance in Practice .....	86
Drama in Practice .....	88
Music in Practice .....	91
Certificate II in Visual Arts (CUA20720).....	94
Drama.....	96
Music .....	98
Music Extension .....	100
Visual Art .....	102

# Introduction

## Welcome to the Senior Phase of Learning

This booklet has been developed to assist students and their parents in making informed choices about senior subjects by providing general information about the Senior Phase of Learning, as well as subject descriptors and recommendations for study in Years 11 and 12.

At Bray Park State High School, students are able to pursue a rigorous tertiary pathway to prepare them directly for university studies. Alternatively, students are able to pursue a vocational pathway which may lead to further study at University or TAFE, an apprenticeship/traineeship or direct entry to the workforce.

Student achievement in Year 10 subjects provides the platform for entry into Years 11 and 12. Students and parents are encouraged to discuss demonstrated academic progress with classroom teachers and Heads of Department to ensure they are setting realistic and achievable goals for their Senior Years. **It is imperative that students understand that, to avoid compromising course completion, minimal subject changes occur in years 11 and 12.** This is why it is important students choose consider their pathway, previous results and recommended pre-senior subjects and results.

## Which pathway is right for me?

Students at Bray Park State High School undertake either a tertiary or a vocational pathway in Years 11 and 12.

Students pursuing a tertiary pathway will seek direct entry into university at the conclusion of Year 12, using a competitive Australian Tertiary Admissions Rank for selection. Tertiary pathway students will choose General subjects and either one Applied subject or VET certificate. In Year 12, all students will meet the Guidance Officer to discuss pathways post school, including to complete a QTAC application (if applicable).

Students engaging in a vocational pathway will pursue post-school options, including: TAFE; an apprenticeship/traineeship; or employment. Vocational pathway students will choose Applied subjects and/or VET qualifications. Students pursuing a vocational pathway may seek university entrance through a completed Certificate III or higher qualification, TAFE Diploma program, University bridging and/or preparation programs. Students may choose to complete a QTAC application, nominating TAFE or University course preferences.

Regardless of the pathway they choose, all Senior students at Bray Park State High School are required to meet the high standards set for: attendance, behaviour, effort, and submission of assessment.

## How do I know which subjects are right for me?

Students should be guided by their Track Ed Student Profile recommending subjects for senior, based on their academic achievement in Semester 1, Year 10. This profile outlines the subjects for which students have met the recommended academic achievement in year 10 and are therefore recommended for the senior subject.

When choosing subjects, students should consider their post-schooling pathway and select subjects accordingly.

All students should select subjects in alignment with their Senior Education and Training (SET) Plan, their goals for the future and current achievement levels.

## Choosing Senior Subjects

Students must choose six (6) subjects. It is important to choose senior subjects carefully as decisions may affect not only the types of careers that can be followed later, but also their success at school and their feelings about school.

At Bray Park State High School, students are generally advised to select their subjects using the following steps:

1. Their interests, aptitudes, achievements and career goals;
2. University or TAFE/ Traineeship/Apprenticeship/ full time work pathways
  - If students are certain they want to undertake **tertiary study** and have demonstrated high academic achievement, they are encouraged to choose **five general subjects** and **one/Applied or Certificate III or above VET subject**;
  - If students are certain they do not want to undertake tertiary study and are more interested in “hands-on” learning, they are encouraged to choose a **combination of Applied and VET subjects**;
3. Prerequisites
  - If students want to undertake university study, they must **look carefully at the prerequisites for university courses** in their *QTAC Tertiary Prerequisites 2022: Essential Guide for Choosing Senior Subjects*. They must choose the subjects needed to gain entry into the courses they wish to study;
4. The subjects they will do well in
  - Students are advised to choose subjects in which they have already demonstrated sound academic ability.

To assist student to choose their subjects wisely, each Year 10 student will complete a Senior Education and Training Plan (SETP).

### A Senior Education and Training Plan (SETP):

- Provides the young person with a clearly thought-out set of achievable goals, a learning plan and assists in a cohesive transition across educational sectors.
- Serves as a starting point and reference point for the student’s pathway through senior education.
- Promotes on-going dialogue between an individual student, parents/carers and teachers.
- Promotes learning that is aligned with student’s aspirations and leads to the award of a Queensland Certificate of Education or Senior Statement and/or up to Diploma qualification.

Year 10 students will participate in career planning and subject selection for senior during Lifeskills. Students will receive information from TAFE and Universities plus information regarding the senior subjects on offer at our school. Students and parents will complete a SET Plan interview with a Head of Department or senior staff member.

## Please Take Note

1. Subjects listed in this booklet will only be available in 2022 if enrolment numbers are such that forming a class is viable. The minimum number of students necessary to form a class are determined by a range of factors set by Education Queensland. Students will be notified if any subject they have chosen is unable to be offered and will be given time to make an alternative selection



2. It is strongly recommended students meet the pre-senior suggested subjects and results when selecting a subject for years 11 and 12.
3. A Queensland Certificate of Education or Senior Statement may be taken over a 3 year period. Please consult our Guidance Counsellor or Deputy Principal Inclusion for details. The Queensland Certificate of Education student account will remain open for 9 years from the time a student starts Year 10.
4. Students will have the opportunity to select **one** TAFE at School program. TAFE courses will run depending on student numbers.
5. All students who undertake a school Vocational Education and Training subject (VET) should complete at least one week of Work Experience during Year 11 and 12. There is compulsory work experience for the following subjects: 10 days for Cert II Hospitality and Certificate II in Active Volunteering.
6. It should also be noted that students can not join a subject during a unit but must start at the beginning of a unit.
7. **IMPORTANT SUBJECT FEE INFORMATION:**

Students selecting subjects with subject fees and/or fees charged by an external provider **MUST** meet the following requirements in order to be eligible to select or remain enrolled in these subjects:

- a) Student Resource Scheme paid in full or have set up a payment plan; AND
- b) If your student selects a subject with a subject fee, payment of this fee or arrangement of a payment plan must be made prior to the end of Week 3, Term 1 Year 11 or your student may be removed from the subject and placed in a non-fee subject.
- c) If your student selects a subject with an external provider fee (e.g. Cert III Fitness, Cert II Active Volunteering etc), payment of this fee MUST be in place prior to the 30 November 2021 or your child WILL be removed from the subject and placed in another subject.

### **VETiS funding:**

Students can undertake VETiS funded subjects as part of their school studies. This includes subjects delivered by the school in conjunction with a Registered Training Organisation (RTO) and/or by enrolling in a course with an external RTO (e.g. TAFE).

VETiS funding is provided by the Federal Government to skill shortage areas.

VETiS funding is allocated to the VET subject with the highest cost. For example: Students undertaking Certificate II in Engineering Pathways will use the VETiS funding for Engineering, Please check course fees carefully prior to your student's subject selection at SETP interviews.

## **Senior Education Profile**

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-for-year-12-students>.

## Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Senior subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects).

### Applied and Applied (Essential) 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.

### 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 (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

## Short Course syllabuses

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 [www.education.gov.au/australian-core-skills-framework](http://www.education.gov.au/australian-core-skills-framework).

## 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.

## Applied and Applied (Essential) syllabuses

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

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

## General syllabuses and Short Course syllabuses

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

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

## 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.

# Applied and Applied (Essential) syllabuses

## Course overview

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

## Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being

assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

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

For the two Applied (Essential) syllabuses, 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 of these subjects 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.

# General syllabuses

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 assessments

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.

## General (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.

**Note:** In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

## Assessment

### 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 (Extension) 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%.

# Short Course syllabuses

## Course overview

Short Courses are one-unit courses of study. A Short Course syllabus 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.

## Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

## VET Courses

Vocational Education and Training courses are subjects students can study on either a Vocational or Tertiary pathway. Fees for these courses are paid directly to the Registered Training Organisation responsible for each certificate. VET courses can contribute anywhere between 4 to 8 credit points towards a child's Queensland Certificate of Education. Students are assessed in these subjects as Working Towards Competency (WTC), Competency Not Achieved (CNA) or Competency Achieved (CA) and may be given more than one opportunity to demonstrate their acquisition of required competencies.

## School based traineeships and Apprenticeships

For senior students (Year 11 and 12), there is also the opportunity of completing either a School based Traineeship or Apprenticeship.

School Based Traineeships (SBTs) allow you to train and do paid work in your chosen traineeship area while you are still at school studying for your Queensland Certificate of Education or Senior Statement.

Generally, students do one day a week of paid work and then four days at school. Students complete 5 subjects instead of the normal 6 subjects and in the time available, students complete school work missed during the day at work. Wednesday or Friday will be the preferred days for work. Should students not accept, or later leave the School Based Traineeship or Apprenticeship, a 6<sup>th</sup> subject must be undertaken.

School based Traineeships can be obtained through a variety of means: work placement, part-time jobs, Group Training Companies and students finding an interested employer.

The School based Traineeship is normally a Certificate II/III level and will be recorded on the Queensland Certificate of Education or Senior Statement if completed by the end of Year 12.

For further information contact the Senior Schooling Head of Department.

## **TAFE at School**

Students in years 10, 11 and 12 may also take advantage of the opportunity to complete a nationally recognised qualification through TAFE. The TAFE at Schools program allows students undertake a qualification not offered at Bray Park SHS, aligning to their chosen pathway.

Students who undertake a TAFE program whilst at school, will general attend TAFE for 1 day per week for the duration of their course (1-2 years). In turn, students will be able to reduce their chosen 6 subjects at school to 5 to accommodate the additional study required of the TAFE program. Students are required to maintain their work in classes they miss on the day they attend TAFE. It is not recommended for students going for an ATAR to undertake a TAFE in School program as they will miss up to a third of their subject by attending TAFE 1 day per week.

Information regarding the TAFE at School program will be emailed to students and parents when it becomes available for 2022 course. See <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html> for further information.



# Recommended Pre-Learning

The following table indicates subjects and results that are strongly recommended and desirable for students to have achieved in year 10 to help ensure success in senior subjects. While these are a guide, they should be strongly considered when students are making their final subject choices for senior.

SUBJECT	STRONGLY RECOMMENDED	DESIRABLE
<b>General Mathematics</b>	Minimum C in Mathematics OR Minimum C in Extension Mathematics	Minimum B in Mathematics
<b>Mathematical Methods</b>	Minimum B in Mathematics OR Minimum C in Extension Mathematics	
<b>Specialist Mathematics</b>	Minimum B in Extension Mathematics **Must also select Mathematical Methods as a Companion subject**	
<b>Essential Mathematics</b>	Some level of study in Year 10 Mathematics	
<b>English</b>	Minimum B in English	
<b>English Literature Extension (Year 12 only)</b>	Minimum B standard in Year 11 General English. Students will be invited to participate in this class by the HOD English.	
<b>Essential English</b>	Nil	
<b>Ancient History</b>	Minimum B in English OR minimum B in History	
<b>Modern History</b>	Minimum B in English OR minimum B in History	
<b>Geography</b>	Minimum B in English AND C Mathematics OR minimum B in Geography	Minimum B in Mathematics
<b>Tourism</b>	Nil	
<b>Social and Community Studies</b>	Nil	
<b>Legal Studies</b>	Minimum B in English	Business and Legal Studies
<b>Business</b>	Minimum B in English	Business and Legal Studies
<b>Information &amp; Communication Technology</b>	Nil	Digital Technologies
<b>Diploma of Business</b>	Minimum C in English	Business and Legal Studies
<b>Cert III in Business</b>	Nil	Business and Legal Studies
<b>Cert II in Active Volunteering</b>	Nil	
<b>Certificate II in Engineering Pathways</b>	Nil	Year 10 Industrial Technology subject
<b>Certificate II in Furniture Making</b>	Nil	Year 10 Industrial Technology subject
<b>Certificate II in Automotive Vocational Preparation</b>	Nil	Year 10 Industrial Technology subject

<b>Design</b>	Minimum B in English	Design
<b>Fashion</b>	Nil	Minimum C in English
<b>Early Childhood Studies</b>	Nil	
<b>Certificate II in Hospitality</b>	Nil	Minimum C in Hospitality OR Fashion and Nutrition
<b>Physical Education</b>	Minimum B in English	Minimum B in HPE
<b>Sport and Recreation</b>	Nil	Minimum C in HPE
<b>Cert III in Fitness</b>	Nil	
<b>Biology</b>	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study General Mathematics or Mathematical Methods as a Companion subject**	Science Extension elective (Living or Physical Science)
<b>Chemistry</b>	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study Mathematical Methods as a Companion subject**	Science Extension elective (Living or Physical Science)
<b>Physics</b>	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study Mathematical Methods as a Companion subject**	Science Extension elective (Living or Physical Science)
<b>Psychology</b>	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study General Mathematics or Mathematical Methods as a Companion subject**	Science Extension elective (Living or Physical Science)
<b>Science in Practice</b>	Nil	
<b>Japanese</b>	Minimum B in Japanese	
<b>Dance in Practice</b>		Minimum C in Dance or private dance studio experience
<b>Drama</b>	Minimum B in Drama	Minimum B in English
<b>Drama in Practice</b>		Minimum C in Drama
<b>Music</b>	Minimum B in Music	Minimum B in English
<b>Music Extension (Year 12 only)</b>	Year 11 Music	
<b>Music in Practice</b>	Nil	Minimum C in Music
<b>Visual Art</b>	Minimum B in Visual Art	Minimum B in English
<b>Certificate II in Visual Arts</b>	Nil	Minimum C in Visual Art or Studio Art

# The Senior Curriculum 2023/24

FACULTY	GENERAL SUBJECTS Count towards an ATAR	APPLIED or VET SUBJECTS
MATHEMATICS	General Mathematics	Essential Mathematics
	Mathematical Methods	
	Specialist Mathematics	
Mathematics Head of Department: Wayne Prout – wprou1@eq.edu.au		
ENGLISH	English	Essential English
	English Literature Extension	
English Head of Department: Tracey Goodrum – tgood6@eq.edu.au		
HUMANITIES	Ancient History	Tourism
	Modern History	Social and Community Studies
	Geography	Certificate II in Active Volunteering (CHC24015)
Humanities Head of Department: Katrina Makings – kmaki1 @eq.edu.au		
BUSINESS/DIGITAL TECHNOLOGY	Business	Information & Communication Technology
	Legal Studies	Diploma of Business (BSB50120) Certificate III in Business (BSB30120)
Business/Digital Technologies Head of Department: Anna Bench – aeben0@eq.edu.au		
TECHNOLOGY	Design	Fashion Early Childhood Studies Certificate II in Engineering Pathways (MEM20413) Certificate II in Hospitality (SIT20316) Certificate II in Automotive Vocational Preparation (AUR20720) Certificate II in Furniture Making (MSF20313)
Design and Technologies Head of Department: Simon Flemming - spfle1@eq.edu.au		
HEALTH AND PHYSICAL EDUCATION	Physical Education	Sport & Recreation Certificate III in Fitness (SIS30321)
Health and Physical Education Head of Department: Natasha Galbraith – ngalb2@eq.edu.au		
SCIENCE	Biology	Science in Practice
	Chemistry	
	Physics	
	Psychology	
Science Head of Department: Grant Nicol – gnico3@eq.edu.au		
INTERNATIONAL	Japanese	
International Head of Department: Carmel Swaine – cswai1@eq.edu.au		
THE ARTS	Drama	Certificate II in Visual Arts (CUA20720)
	Music	Dance in Practice
	Music Extension (Year 12)	Drama in Practice
	Visual Art	Music in Practice
The Arts Head of Department: Robert Adamson – radam74@eq.edu.au		

**NB:** Please note that subjects may not proceed if there are insufficient numbers and in the case of Vocational Education (VET) subjects if changes to our Scope of Registration with Queensland Curriculum and Assessment Authority (QCAA). Cert III, IV and Diploma provided by external RTOs incur additional fees.

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
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## Assessment

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

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1): <ul style="list-style-type: none"> <li>• Extended response -Multimodal Vlog about a workplace issue</li> </ul>	Formative Internal Assessment 3 (FIA3): <ul style="list-style-type: none"> <li>• Extended response- Multimodal presentation</li> </ul>
Formative Internal Assessment 2 (FIA2): <ul style="list-style-type: none"> <li>• Exam – Short response examination</li> </ul>	Formative Internal Assessment 4 (FIA4): <ul style="list-style-type: none"> <li>• Extended response- Written response</li> </ul>

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"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA) — short response examination</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

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.

### Recommended pre-learning

#### Strongly Recommended

Minimum B in English and approved by HOD English.

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

## Assessment

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

Unit 1	Unit 2
Formative Internal Assessment 2 (FIA2): <ul style="list-style-type: none"> <li>Extended response- persuasive spoken response (Hamlet)</li> </ul>	Formative Internal Assessment 3 (FIA3): <ul style="list-style-type: none"> <li>Examination- imaginative written response (Short story)</li> </ul>
Formative Internal Assessment 1 (FIA1): <ul style="list-style-type: none"> <li>Extended response- written response for a public audience (Feature Article)</li> </ul>	Formative Internal Assessment 4 (FIA4): <ul style="list-style-type: none"> <li>Examination- analytical written response (Essay)</li> </ul>

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"> <li>Extended response — written response for a public audience</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Examination — imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — analytical written response</li> </ul>	25%

# English & Literature Extension

## General senior subject

General

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

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

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

## Pathways

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

## Recommended pre-learning

### Strongly Recommended

Minimum B in Year 11 General English.

Students will be invited to participate in this class by the HOD English.

## Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

## Structure

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

Unit 3	Unit 4
<b>Ways of reading</b> <ul style="list-style-type: none"><li>• Readings and defences</li><li>• Complex transformation and defence</li></ul>	<b>Exploration and evaluation</b> <ul style="list-style-type: none"><li>• Extended academic research paper</li><li>• Application of theory</li></ul>

## Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Extended response — reading and defence</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response — academic research paper</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Extended response — complex transformation and defence</li></ul>	20%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — theorised exploration of unseen text</li></ul>	25%

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.

### Recommended pre-learning

#### Desirable

Minimum C in HPE.

### 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.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Module 1</b> <ul style="list-style-type: none"> <li>• Sport, Recreation and Fitness Industry</li> </ul>	<b>Module 2</b> <ul style="list-style-type: none"> <li>• Expedition planning</li> </ul> <b>Module 3</b> <ul style="list-style-type: none"> <li>• Tournament Organisation</li> </ul>	<b>Module 4</b> <ul style="list-style-type: none"> <li>• Coaching</li> </ul>	<b>Module 5</b> <ul style="list-style-type: none"> <li>• Training for Fitness</li> </ul>

## Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result.

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

Unit 1	Unit 2	Unit 3	Unit 4
Investigation: A response that includes locating and using information beyond students' own knowledge and the data they have been given (Multimodal response)	Project: A response to a single task, situation and/or scenario. (Written and Performance component)	Project — folio A response to a single task, situation and/or scenario. (Written, Spoken, Performance component)	Investigation — A response that includes locating and using information beyond students' own knowledge and the data they have been given (Written response)
Performance: Demonstrate application of knowledge and skills about chosen sports in a wide range of contexts and evaluate individual performance in the module.	Performance: Demonstration of the skills necessary for running a tournament. Reflect on an individual's role within the organisation of the tournament and evaluate the effectiveness of the tournament.	Performance: Demonstrate application of knowledge and skills in chosen sport in a wide range of contexts and evaluate individual performance in the module.	Performance: Demonstrate application of knowledge and skills about strength and conditioning in a range of fitness contexts and evaluate personal performance in the module, making recommendations for future performance.

## Subject Fee

This course does have associated costs for excursions.

Please note that students may have the opportunity to attend a camp in Year 11 aligned to the Sport and Recreation curriculum.

# Physical Education

## General senior subject

General

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.

### Recommended pre-learning

#### Strongly Recommended

Minimum B in English

### Desirable

Minimum B in HPE

### 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.

### Subject Fee

\$50\* to cover access to external resources/facilities and online textbook access.

\* approximate costs based on 2022 costings. Subject to change



## Structure

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment FI1 20% <ul style="list-style-type: none"> <li>Investigate report</li> </ul>	Formative internal assessment FI3 30% <ul style="list-style-type: none"> <li>Examination</li> </ul>
Formative internal assessment 2 FI2 25% <ul style="list-style-type: none"> <li>Project - Folio</li> </ul>	Formative internal assessment F14 25% <ul style="list-style-type: none"> <li>Examination</li> </ul>

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% <ul style="list-style-type: none"> <li>Project — folio</li> </ul>	Summative internal assessment 3 (IA3): 30% <ul style="list-style-type: none"> <li>Project — folio</li> </ul>
Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"> <li>Investigation — report</li> </ul>	Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>

# Certificate III in Fitness (SIS30321) Stand alone

RTO Provider: Binnacle Training (RTO no: 31319)

VET

## DUAL QUALIFICATION: SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION (or as Standalone Qualification: SIS30321 Certificate III in Fitness)

Registered Training Organisation: Binnacle Training (RTO 31319)

### COURSE OVERVIEW & OUTLINE

This qualification provides a pathway to work as a Fitness Instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate fitness programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

This program also includes the following:

- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Sport Australia
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness at another provider

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

**Delivery Format:**  
2-Year Format

**Timetable Requirements:**  
1-Timetabled Line

**Units of Competency:**  
Standalone Qualification - 15 Units  
Dual Qualification - Additional 8 Units

**Suitable Year Level(s):**  
Year 11 and 12

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

**Cost (Fee-For-Service):**  
**\$365.00** per person  
(Cert II entry qualification  
= \$265.00 + Cert III Gap Fee = \$100.00)  
**+ \$55 First Aid**

**QCE Outcome:**  
Maximum 8 QCE Credits

### UNITS OF COMPETENCY

STANDALONE QUALIFICATION		DUAL QUALIFICATION	
HLTAID011	Provide First Aid	HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety	HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations	SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments	SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISXIND002	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices	SISXCCS001	Provide quality service
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	BSBSUS211	Participate in sustainable work practices
BSBOPS304	Deliver and monitor a service to customers	BSBWCR202	Organise and complete daily work activities
BSBPEF301	Organise personal work priorities	BSBTEC201	Use business software applications
SISFFIT035	Plan group exercise sessions	BSBTEC202	Use digital technologies to communicate in a work environment
SISFFIT036	Instruct group exercise sessions	BSBTEC203	Research using the internet
SISFFIT032	Complete pre-exercise screening and service orientation	ICTICT203	Operate application software packages
SISFFIT033	Complete client fitness assessments	BSBSUS201	Participate in environmentally sustainable work practices
SISFFIT052	Provide healthy eating information	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	BSBOPS304	Deliver and monitor a service to customers
		BSBPEF301	Organise personal work priorities
		SISFFIT035	Plan group exercise sessions
		SISFFIT036	Instruct group exercise sessions
		SISFFIT032	Complete pre-exercise screening and service orientation
		SISFFIT033	Complete client fitness assessments
		SISFFIT052	Provide healthy eating information
		SISFFIT040	Develop and instruct gym-based exercise programs for individual clients

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto)

## COURSE SCHEDULE

### STANDALONE QUALIFICATION: SIS30321 CERTIFICATE III IN FITNESS

TERM 1	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Sport, Fitness and Recreation (SFR) Industry Knowledge</li> <li>› Beginning Coaching Principles</li> <li>› Workplace Health and Safety</li> <li>› SFR Laws and Legislation</li> <li>› Maintain SFR Equipment</li> </ul>
TERM 2	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Bootcamp Program: Assist with Delivering Sessions</li> <li>› Coaching Program: Plan and Deliver Coaching Sessions</li> <li>› Respond to an Emergency Situation: Fire Evacuation Drill</li> <li>› Online Course: Community Coaching Essential Skills (Online Course)</li> </ul>
TERM 3	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Respond to Emergencies</li> <li>› Provide First Aid and CPR</li> <li>› Risk Analysis</li> <li>› Organise Work</li> <li>› Community Fitness Programs</li> </ul>
TERM 4	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Community Fitness Program: Plan and Conduct Community Fitness Sessions</li> <li>› Short Course: Provide First Aid (HLTAID011)</li> </ul>
TERM 5	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Body Systems</li> <li>› Descriptive Terminology</li> <li>› Provide Quality Customer Service</li> <li>› Plan and Deliver Exercise Programs</li> </ul>
TERM 6	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› One-on-One Cardio Program</li> <li>› Group Conditioning Sessions for Adolescent Clients</li> </ul>
TERM 7	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Introduction to Nutrition (Binnacle Online Delivery)</li> <li>› Digital Technologies in the Workplace (Binnacle Online Delivery)</li> <li>› Sustainable Work Practices in the SFR Industry</li> </ul>
TERM 8	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Community SFR Program</li> <li>› Group Nutrition Presentation</li> </ul>
TERM 9	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Conducting Health Assessments</li> <li>› Plan and Deliver Exercise Programs</li> <li>› Anatomy and Physiology</li> </ul>
TERM 10	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Fitness Orientation Program: Client Orientation</li> <li>› One-on-One Gym Program: Adolescent Client</li> </ul>
TERM 11	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Older Clients</li> <li>› Specific Population Clients</li> <li>› Anatomy and Physiology</li> </ul>
TERM 12	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Gentle Exercise Program: Participate in Gentle Exercise Sessions</li> <li>› Mobility Program: Plan and Instruct Mobility Sessions</li> <li>› Specific Populations: Plan and Deliver Programs for Scenario Clients</li> <li>› Community Fitness Program: Primary School Participants</li> </ul>
TERM 13	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Older Clients</li> <li>› Specific Populations</li> <li>› Anatomy and Physiology</li> </ul>
TERM 14	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Group Exercise and Gym-based One-on-One Sessions</li> <li>› Female and Male Adults aged 18+; and</li> <li>› Older Adults aged 55+</li> </ul>

PLEASE NOTE THAT THIS COURSE SCHEDULE IS A GUIDE ONLY.

#### **Additional Information**

In addition to the costs of the course indicated on the Binnacle course information pages, there may be additional costs associated with industry experiences and excursions.

**Approval for advertising granted.**



# SIS30115 Certificate III in Sport and Recreation + SIS20115 Certificate II in Sport and Recreation (Dual Qualification)

RTO Provider: Binnacle Training (RTO no: 31319)

VET

## DUAL QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification: SIS30115 Certificate III in Sport and Recreation)

Registered Training Organisation: Binnacle Training (RTO 31319)

### COURSE OVERVIEW & OUTLINE

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. Students assist with facilitation of sport and recreation programs within their school community including:

- Officiating games
- Conducting coaching sessions
- Community sport, fitness and recreation programs
- Using digital technologies in sports environments

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

This program also includes the following:

- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited) and Community Officiating General Principles Course (non-accredited), issued by Sport Australia
- A range of career pathway options including Club Level Official and/or Coach

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

**Delivery Format:**  
2-Year Format

**Timetable Requirements:**  
1-Timetabled Line

**Units of Competency:**  
Standalone Qualification -15 Units  
(Plus Term 7 Add-On: 4 Units)  
Dual Qualification - Additional 6 Units

**Suitable Year Level(s):**  
Year 11 and 12

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

**Cost (Fee-For-Service):**  
**\$335.00** per person  
(Cert II entry qualification  
= \$265.00 + Cert III Gap Fee = \$70.00)  
+ \$55 First Aid

**QCE Outcome:**  
Maximum 7 QCE Credits  
• Completing the Term 7 Add-on as well can result in a maximum 8 QCE Credits

### UNITS OF COMPETENCY

STANDALONE QUALIFICATION	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXCAI002	Assist with activity sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXCCS001	Provide quality service
BSBWOR204	Use business technology
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI006	Facilitate groups
BSBWOR301	Organise personal work priorities and development
BSBADM307	Organise schedules
SISXCAI004	Plan and conduct programs
TERM 7 ADD-ON: 4 X UNITS OF COMPETENCY	
SISSCO001	Conduct sport coaching sessions with foundation level participants
BSBPEF302	Develop self-awareness
BSBTWK201	Work effectively with others
HLTAID009	Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011 Certificate)

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto)

DUAL QUALIFICATION	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXCAI002	Assist with activity sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXCCS001	Provide quality service
BSBWOR202	Organise and complete daily work activities
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR204	Use business technology
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI006	Facilitate groups
BSBWOR301	Organise personal work priorities and development
BSBADM307	Organise schedules
SISXCAI004	Plan and conduct programs
TERM 7 ADD-ON: 4 X UNITS OF COMPETENCY	
SISSCO001	Conduct sport coaching sessions with foundation level participants
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HLTAID009	Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011 Certificate)

## COURSE SCHEDULE

### DUAL QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

TERM 1	<b>TOPICS</b> <ul style="list-style-type: none"> <li>› Sport, Fitness and Recreation (SFR) Industry Knowledge</li> <li>› SFR Laws and Legislation</li> <li>› Workplace Health and Safety</li> <li>› Maintaining SFR Equipment</li> <li>› Beginning Coaching Principles</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>› Coaching Program (Teacher Facilitated)</li> <li>› Coaching Program (Student Delivery)</li> <li>› Community Coaching Essential Skills (Online Course)</li> </ul>
	<b>TOPICS</b> <ul style="list-style-type: none"> <li>› Respond to Emergencies</li> <li>› Provide First Aid</li> <li>› Risk Analysis</li> <li>› Organise Work</li> <li>› Community SFR Programs</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>› Community SFR Program</li> <li>› Short Course: Provide First Aid (HLTAID011)</li> </ul>
TERM 3	<b>TOPICS</b> <ul style="list-style-type: none"> <li>› Emergency Response</li> <li>› Working in SFR Environments</li> <li>› SFR Industry Knowledge</li> <li>› Work-Related Learning</li> <li>› Handling Complaints</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>› Sport-Specific Conditioning Program</li> </ul>
	<b>TOPICS</b> <ul style="list-style-type: none"> <li>› SFR Industry Knowledge</li> <li>› Work-Related Learning</li> <li>› Internet Research</li> <li>› Conducting SFR Sessions</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>› Assist with Delivering Coaching Sessions</li> <li>› Deliver Coaching Sessions</li> </ul>
<b>QUALIFICATION SCHEDULED FOR FINALISATION</b> SIS20115 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	<b>TOPICS</b> <ul style="list-style-type: none"> <li>› Knowledge of Coaching Practices</li> <li>› Conducting SFR Session</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>› Group Sports Program</li> <li>› Community Officiating General Principles (Online Course)</li> </ul>
	<b>TOPICS</b> <ul style="list-style-type: none"> <li>› Plan and Conduct Sport Programs</li> <li>› Group Facilitation</li> <li>› Prioritising Work</li> <li>› Organising Schedules</li> <li>› Personal Development</li> <li>› Social Media Tools</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>› Sport Activity Sessions</li> <li>› Community SFR Program</li> </ul>
TERM 7 ADD-ON	<b>TOPICS</b> <ul style="list-style-type: none"> <li>› Sport-Specific Coaching Sessions</li> <li>› Personal Development</li> <li>› Workplace Performance</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>› Sport-Specific Coaching Program</li> </ul>

PLEASE NOTE THAT THIS COURSE SCHEDULE IS A GUIDE ONLY.

#### **Additional Notes:**

In addition to the costs of the course indicated on the Binnacle course information pages, Bray Park SHS also charges a subject fee associated with the Volleyball Excellence Program.

**Approval for advertising granted.**

# Social & Community Studies

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.



## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Module 1:</b> Intro Relationships	<b>Module 3:</b> Money Management	<b>Module 5:</b> Arts and the community	<b>Module 7:</b> Today's society
<b>Module 2:</b> Legally it could be you	<b>Module 4:</b> Science and Technology	<b>Module 6:</b> The world of work	<b>Module 8:</b> Health, Recreation and Leisure

## Assessment

For Social & Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Project: Design an activity or display for a Health and Well-being Expo for year 7 students.	Examination: Short response exam	Project: Students will create a community-based project on a subject of their choice	Examination: Short response exam
Extended Response: Essay in response to a legal issue	Investigation: Multimodal response on the impact of a selected technological or scientific development	Project: Mock Interview with real employers, resume and cover letter.	Investigation: Multimodal presentation based on an investigation into the effects of a fast food diet.

# Tourism

## Applied senior subject

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

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

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

### Pathways

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

### Objectives

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

- recall terminology associated with tourism and the tourism industry

- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

### Additional Information

This course includes mandatory excursions, one in year 11 and one in year 12.

Year 11 to a tourist park (e.g. Dreamworld) = approx. \$70.00\*

Year 12 Excursion to Eco-tourist resort = approx. \$50.00\*

\* approximate costs based on 2022 costings. Subject to change

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Module 1:</b> Introduction to Tourism	<b>Module 3:</b> Theme Parks	<b>Module 5:</b> Cultural awareness	<b>Module 7:</b> Marketing of Tourism
<b>Module 2:</b> Overseas Destinations	<b>Module 4:</b> Tourism and events	<b>Module 6:</b> Travel on a budget	<b>Module 8:</b> Responsible tourism

## Assessment

- For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Examination: short response exam	Investigation: written response – conduct a new theme park feasibility study for a set location	Examination: short response exam	Project: Students create an Australian marketing campaign, based on research into tourism markets and Australian population.
Project: multimodal presentation on an overseas tourist destination	Extended response: written response, evaluate and review an event for publication in a travel journal	Investigation: Students create, plan and budget an appropriate holiday for a specific client brief.	Extended response: Students write a review for a travel magazine evaluating an eco-tourist travel destination or activity.

# Ancient History

## General senior subject

General

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, 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.

### Recommended pre-learning

#### Strongly Recommended

Minimum B in English OR B in History

### 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.

### Additional Information

There are no mandatory excursions but possible excursions (and therefore costs) could include the state library or museum visit.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies – Beliefs, rituals and funerary practices</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Alexander the Great</li> <li>• Alternative choice of personality</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Fifth Century Athens (BCE)</li> <li>• Pompeii and Herculaneum</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul>

## Assessment

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

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation — historical essay based on research</li> </ul>
<ul style="list-style-type: none"> <li>• Investigation — independent source investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Examination — essay in response to historical sources</li> </ul>

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

# Business

## General senior subject

General

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.

## Recommended pre-learning

### Strongly Recommended

Minimum B in English

### Desirable

Business and Legal Studies

## 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
<b>Business creation</b> <ul style="list-style-type: none"> <li>Fundamentals of business</li> <li>Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>Establishment of a business</li> <li>Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>Competitive markets</li> <li>Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>Repositioning a business</li> <li>Transformation of a business</li> </ul>

## Assessment

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

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1) <ul style="list-style-type: none"> <li>Combination Response Exam</li> </ul>	Formative Internal Assessment 3 (FIA3) <ul style="list-style-type: none"> <li>Investigation Business Report</li> </ul>
Formative Internal Assessment 2 (FIA2) <ul style="list-style-type: none"> <li>Feasibility Report</li> </ul>	

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"> <li>Examination — combination response</li> </ul>		<ul style="list-style-type: none"> <li>Extended response — feasibility report</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Investigation — business report</li> </ul>		<ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	



# Certificate III in Business (BSB30120)

RTO Provider – Bray Park SHS (RTO no: 30237)

VET

Certificate III in Business focuses on the development of procedural, clerical, administrative and operational skills that are required in the workplace.

## Pathways

A Certificate III 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 should:

- Apply critical thinking skills
- Assist with maintaining workplace safety
- Participate in sustainable wellbeing in the workplace
- Engage in workplace communications
- Support personal wellbeing in the workplace
- Use inclusive work practices
- Use digital technologies to communicate in a workplace
- Organise personal work priorities
- Write simple business documents including spreadsheets and presentations

- Deliver and monitor a service to customers including process customer service

## Pre Learning

### Desirable

Business and Legal Studies

## Additional Information

Students are offered the opportunity to study Business VET at Certificate III level. This course contributes up to eight (8) credit points towards QCE if successfully completed.

Achievement of Certificate III in Business in combination with results in General subjects, can contribute to the calculation of a student's Australian Tertiary Admission Rank (ATAR) if eligible.

## Resource requirements

- Bring your own Device - ICT access for VET students is critical to the completion of this course.



## Structure

To be awarded the BSB30120 Certificate III in Business, competency must be achieved in thirteen (13) units of competency consisting of six (6) core units of competency seven (7) elective units of competency.

Unit Code	Unit Title	Core/Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBWHS311	Assist with maintaining workplace safety	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBXCM301	Engage in workplace communication	Core
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBTWK301	Use inclusive work practices	Core
BSBTEC202	Use digital technologies to communicate in a workplace	Electives
BSBTEC302	Design and produce spreadsheets	Electives
BSBPEF301	Organise personal work priorities	Electives
BSBTEC303	Create electronic presentations	Electives
BSBWRT311	Write simple documents	Electives
BSBOPS305	Process customer complaints	Electives
BSBOPS304	Deliver and monitor a service to customers	Electives

## Assessment

Students will have both theoretical and practical assessments throughout the course. Practical assessments will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.

# Diploma in Business (BSB50120)

RTO Provider – Get Set Vocational Education and Training PTY LTD  
Trading as Get Set Education (RTO no: 45252)

VET

## Course Outline

### BSB50120 Diploma of Business



<b>Qualification</b>	BSB50120 Diploma of Business																																							
<b>Purpose</b>	<p>The purpose of this course is to further develop learners' skills across a wide range of business functions and to provide them with a nationally recognised qualification.</p> <p>These individuals may have frontline management accountabilities. This will create further educational and employment opportunities.</p> <p>Individuals in these roles carry out moderately complex tasks in a specialist field of expertise that requires business operations skills. They may possess substantial experience in a range of settings but seek to further develop their skills across a wide range of business functions.</p>																																							
<b>Course Provider</b>	<p>Get Set Vocational Education and Training Pty. Ltd. (T/as Get Set Education)</p> <p><b>RTO ID: 45252</b></p> <p><b>Phone:</b> 1300 446 448 <b>Email:</b> <a href="mailto:info@getset.edu.au">info@getset.edu.au</a></p>																																							
<b>Delivery Mode</b>	Blended face-to-face with online learning component																																							
<b>Delivery Site/Location</b>	Learner's school combined with online learning platform																																							
<b>Course Duration</b>	18 months																																							
<b>Career Outcomes</b>	<p>Once you have successfully completed the BSB50120 Diploma of Business you can apply for jobs within the Business industry which may include:</p> <ul style="list-style-type: none"><li>• Business Manager</li><li>• Business Development Manager</li><li>• Administrator</li><li>• Executive Officer</li><li>• Program Consultant</li><li>• Program Coordinator</li><li>• Business Owner.</li></ul> <p>Learners who complete this course may wish to continue their education into an Advanced Diploma level qualification or higher education. Articulation into university may be achieved on individual requirements of that provider. Learners should check these arrangements with the HE provider.</p>																																							
<b>Units of Competency</b>	<p>The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency, comprising of 5 core units and 7 elective units. A minimum of 4 elective units must be selected from the Group E electives for a Business Development specialisation.</p> <table><tr><th>Code</th><th>Title</th><th>Core/ Elective</th></tr><tr><td>BSBCRT511</td><td>Develop critical thinking in others</td><td>Core</td></tr><tr><td>BSBFIN501</td><td>Manage budgets and financial plans</td><td>Core</td></tr><tr><td>BSBOPS501</td><td>Manage business resources</td><td>Core</td></tr><tr><td>BSBSUS511</td><td>Develop workplace policies and procedures for sustainability</td><td>Core</td></tr><tr><td>BSBXCM501</td><td>Lead communication in the workplace</td><td>Core</td></tr><tr><td>BSBOPS601</td><td>Develop and implement business plans</td><td>Elective (Group A)</td></tr><tr><td>BSBOPS504</td><td>Manage business risk</td><td>Elective (Group A)</td></tr><tr><td>SIRXMGT005</td><td>Lead the development of business opportunities</td><td>Elective (Group E)</td></tr><tr><td>BSBMKG541</td><td>Identify and evaluate marketing opportunities</td><td>Elective (Group E)</td></tr><tr><td>BSBOPS505</td><td>Manage organisational customer service</td><td>Elective (Group E)</td></tr><tr><td>BSBMKG546</td><td>Develop social media engagement plans</td><td>Elective (Group E)</td></tr><tr><td>SIRXMKT006</td><td>Develop a social media strategy</td><td>Elective (Group E)</td></tr></table>	Code	Title	Core/ Elective	BSBCRT511	Develop critical thinking in others	Core	BSBFIN501	Manage budgets and financial plans	Core	BSBOPS501	Manage business resources	Core	BSBSUS511	Develop workplace policies and procedures for sustainability	Core	BSBXCM501	Lead communication in the workplace	Core	BSBOPS601	Develop and implement business plans	Elective (Group A)	BSBOPS504	Manage business risk	Elective (Group A)	SIRXMGT005	Lead the development of business opportunities	Elective (Group E)	BSBMKG541	Identify and evaluate marketing opportunities	Elective (Group E)	BSBOPS505	Manage organisational customer service	Elective (Group E)	BSBMKG546	Develop social media engagement plans	Elective (Group E)	SIRXMKT006	Develop a social media strategy	Elective (Group E)
Code	Title	Core/ Elective																																						
BSBCRT511	Develop critical thinking in others	Core																																						
BSBFIN501	Manage budgets and financial plans	Core																																						
BSBOPS501	Manage business resources	Core																																						
BSBSUS511	Develop workplace policies and procedures for sustainability	Core																																						
BSBXCM501	Lead communication in the workplace	Core																																						
BSBOPS601	Develop and implement business plans	Elective (Group A)																																						
BSBOPS504	Manage business risk	Elective (Group A)																																						
SIRXMGT005	Lead the development of business opportunities	Elective (Group E)																																						
BSBMKG541	Identify and evaluate marketing opportunities	Elective (Group E)																																						
BSBOPS505	Manage organisational customer service	Elective (Group E)																																						
BSBMKG546	Develop social media engagement plans	Elective (Group E)																																						
SIRXMKT006	Develop a social media strategy	Elective (Group E)																																						

## Course Outline

### BSB50120 Diploma of Business

<b>Pre-requisites</b>	There are no pre-requisites for this qualification or any of the units contained within it.
<b>Entry Requirements</b>	<p>Get Set Education requires learners to meet the following entry requirements:</p> <ul style="list-style-type: none"> <li>• Year 10 pass in English</li> <li>• Access to a computer or laptop to access the online platform during class and in their own time</li> <li>• An interest in business subjects</li> <li>• Suitable levels of Language, Literacy and Numeracy</li> <li>• Permission from parent/guardian if under 18 years of age.</li> </ul> <p>Get Set Education conducts an Initial Skills Assessment via an online LLN assessment. Each school also conducts a suitability check face-to-face with the student, ensuring they have achieved a sound (C) standard in Year 10 English and achieve an average effort mark of a B across their other subjects. It also assists our trainers to prepare individual learning plans for each successful applicant where skill weaknesses are identified. The RTO will work with successful applicants to ensure their skills are at the required level by the completion of their training.</p>
<b>Training Arrangements</b>	<p><b>Delivery methods</b></p> <p>Learners and schools receive a combination of classroom delivery supported with online delivery.</p> <p><u>Face-to-face sessions</u></p> <p>These sessions are run at the learner's school in small groups which allows trainers to work closely with each learner in a group and one-on-one setting to ensure all aspects of the training are delivered in a supportive environment, provide mentoring services to learners and where required, to assist with assessment. School teachers and the support networks with the respective schools, are also a strong feature of the program.</p> <p>Classroom delivery involves a trainer delivering face-to-face sessions to learners in class for 1-3 session a week, depending on school preferences and learner availability. This delivery methodology will include practical activities in a simulated work environment.</p> <p><u>Online component</u></p> <p>Online delivery involves learners logging into a virtual classroom through a learning management system. This delivery methodology includes practical activities in a simulated work environment. Learners also have access to their trainer via email, phone, Zoom or Teams sessions outside of their usual lessons if they require further assistance.</p> <p><u>Non-structured activities</u></p> <p>To support their learning and further prepare them to achieve their future goals, all learners are required to undertake periods of non-structured learning. These activities are:</p> <ul style="list-style-type: none"> <li>• Private study, preparation and follow-up</li> <li>• Self-initiated learning</li> <li>• Research relevant to their learning and/or future goals</li> <li>• Any other relevant activity approved by the trainer prior to it being undertaken including:             <ul style="list-style-type: none"> <li>○ attendance at expos</li> <li>○ webinars</li> <li>○ non-accredited training courses relevant to their future goals.</li> </ul> </li> </ul>

## Course Outline

### BSB50120 Diploma of Business

	The units of competency are scheduled to be trained and assessed in the following weeks:	
	<b>Unit</b>	<b>Training timeframes</b>
	BSBOPS601 Develop and implement business plans	CLUSTER 1 Weeks 1-15
	SIRXMG005 Lead the development of business opportunities	CLUSTER 1 Weeks 1-15
	BSBMKG541 Identify and evaluate marketing opportunities	CLUSTER 1 Weeks 1-15
	BSBMKG546 Develop social media engagement plans	CLUSTER 2 Weeks 16-24
	SIRXMKT006 Develop a social media strategy	CLUSTER 2 Weeks 16-24
	BSBXCM501 Lead communication in the workplace	CLUSTER 3 Weeks 25-32
	BSBCRT511 Develop critical thinking in others	CLUSTER 3 Weeks 25-32
	BSBOPS501 Manage business resources	CLUSTER 4 Weeks 33-41
	BSBOPS505 Manage organisational customer service	CLUSTER 4 Weeks 33-41
	BSBSUS511 Develop workplace policies and procedures for sustainability	CLUSTER 3 Weeks 42-57
	BSBOPS504 Manage business risk	CLUSTER 3 Weeks 42-57
	BSBFIN501 Manage budgets and financial plans	CLUSTER 3 Weeks 42-57
<b>Additional Support</b>	<p>All students will complete a language literacy and numeracy assessment upon enrolment to determine their learning support needs. All students will be provided with a range of learning support options and resources to help you achieve competency. Where additional support needs have been identified an <i>Individual Support Plan</i> will be developed which may include:</p> <ul style="list-style-type: none"> <li>• Mentoring from trainers</li> <li>• Additional classes, tutorials and workshops</li> <li>• Online support and exercises for some courses</li> <li>• Computer and technology support</li> <li>• Referral to external support services</li> <li>• Reasonable adjustment to assessments</li> </ul> <p>Provision of additional support services will be provided where necessary to enable students to participate in the same way as any other person regardless of whether support services have been required.</p>	
<b>Assessment Arrangements</b>	<p>Assessment will be conducted individually and in groups. You will be provided with access to each unit of competency through the online learning management system. This will include:</p> <ul style="list-style-type: none"> <li>• A full description of all assessment tasks for the unit of competency</li> <li>• Assessment instructions for each unit of competency</li> <li>• Assessment resources for each unit of competency</li> <li>• Details about when assessment will occur</li> <li>• Details about assessment submission</li> </ul>	

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Course Outline V2.0 2022 Page 3

## Course Outline

### BSB50120 Diploma of Business

<b>Course Credit</b>	<p>There are a variety of assessment methods used for this qualification including:</p> <ul style="list-style-type: none"> <li>• Written questions</li> <li>• Projects</li> <li>• Case studies</li> <li>• Role Plays</li> <li>• Research</li> <li>• Reports</li> </ul> <p>You will be required to complete assessments in class and there may be a need for some work to be done as homework, however this is not expected to exceed two (2) hours per week.</p> <p>You will be advised by your trainer and assessor about the assessment requirements for each unit at the commencement of delivery for that unit. Submission of assessment tasks will be in online via the online learning management system.</p>
	<p>Get Set Education can grant you credit towards your course for units of competency that you have already completed with another RTO or authorised issuing organisation. We can also grant you Credit for subjects or units you have completed where equivalence can be established between the unit in your course, and the subject or unit you have completed.</p> <p>There is no charge to apply for Credit.</p> <p>To apply, fill in the Credit Application Form and submit it as part of your enrolment.</p>
<b>Costs</b>	<p>*Please refer to your Student Handbook for more information on Course Credit.</p> <p><b>Total Tuition Fee</b></p> <ul style="list-style-type: none"> <li>• \$849 if delivered by a teacher at the school</li> <li>• \$1,849 if delivered by a Get Set Trainer/Assessor onsite or online.</li> </ul> <p>The tuition fees include a non-refundable \$49 enrolment fee which is collected upon submitting the online enrolment form.</p> <p>Get Set Education protects the fees that are paid in advance by students by not requiring a student to ever pay more than \$1,500 in advance for services not yet provided, either prior to course commencement or at any stage during the course.</p> <p><b>Payment Plan</b></p> <p>If the monthly payment plan option is selected, parent/guardians will be emailed a link to Debit Success to set-up a 12-monthly direct debit. Please note, that the payment plan incurs a one-off administration fee of \$12.00 and a transaction fee of 4.4% (including GST).</p> <p><u>Teacher-led delivery:</u> \$69.74 per month for 12 months + \$12.00 administration fee = \$848.88</p> <p><u>Get Set trainer-led delivery:</u> \$156.90 per month for 12 months + \$12.00 administration fee = \$1,894.80</p>
<b>Inclusions</b>	<p>*Please refer to your Student Handbook for our Fees and Charges Policy.</p> <p>Unless otherwise specified, tuition fees include all the training and assessment as well as required resources for students to achieve the qualification or course in which they are enrolling.</p> <p><b>Additional charges apply if students require:</b></p> <ul style="list-style-type: none"> <li>• Additional copies of a student's qualification/record of results and/or statement of attainment. A cost of \$20.00 per document applies and \$5.00 if express post is required.</li> </ul> <p><b>Other costs (not included) to be aware of:</b></p> <p>Please refer to the student handbook for guidance in relation to budgeting and planning</p> <ul style="list-style-type: none"> <li>• Notebooks/pens/laptops* or other general stationary required for students to complete their work.</li> </ul> <p><b>*A note about computers:</b> All homework and assessment tasks require access to a computer and the internet and therefore students are required to bring or purchase a laptop if possible.</p>
<b>Selection Process</b>	<p>You will be required to complete a language, literacy and numeracy (LLN) assessment prior to finalising your enrolment to ensure that the course is suitable for you and that Get Set Education is able to meet your individual needs. The assessment includes an online test.</p> <p>If you do not achieve the required level in your LLN assessment Get Set Education will (where possible) provide student support measures. Where this is not possible your enrolment application will not be accepted in this instance and you will be referred to an appropriate</p>

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Address: PO Box 12 Grange QLD 4051 | Phone: 1300 446 448  
Course Outline V2.0 2022 Page 4

## Course Outline

### BSB50120 Diploma of Business

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How to apply	external services or courses. You may reapply in the future once you have undertaken further language, literacy and numeracy skills training.
	If you would like to enrol into the BSB50120 Diploma of Business, please contact our office to obtain a link to the Enrolment Form. <b>Phone:</b> 1300 446 448 <b>Email:</b> <a href="mailto:info@getset.edu.au">info@getset.edu.au</a>

If you would like to discuss this course in more detail, please call us for a confidential discussion on 1300 446 448.

This course outline should be read in conjunction with Get Set Education's Student Handbook.

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Address: PO Box 12 Grange QLD 4051 | Phone: 1300 446 448  
Course Outline V2.0 2022 Page 5

***Approval for advertising granted.***



# Certificate II in Active Volunteering (CHC24015)

RTO Provider – Volunteering Queensland Inc (RTO no: 6020)

VET

CHC24015

## CERTIFICATE II IN ACTIVE VOLUNTEERING

Research shows that if a person participates in volunteering, they will more likely in the future be engaged and connected in their community.

### Overview

This qualification allows students to develop an understanding of the concepts of service, volunteering and community work – through engagement with the community, both within and external to their school.

Students will learn how to identify an area of need within the community, and utilise their knowledge and skills for the benefit of others.

### Objectives

Students develop a range of skills through the course which include:

- ✓ Building work and real-world skills, experience and confidence that is required in today's workplaces.
- ✓ Adding value to their school studies and developing employability skills.
- ✓ Learning to transition from school to life in employment and further study.
- ✓ Developing workplace networks.

### Course length and delivery methods

The typical completion time of the course is 6 to 12 months. As part of their study, students must complete at least 20 hours of volunteer work – either within the school community, or with approved external organisation(s).

Volunteering Queensland partners with schools for the delivery of this qualification, where Volunteering Queensland approves teachers to deliver the program on our behalf.

This course can be delivered:

- **Face-to-face:** Trainer-led within the school.
- **Online:** Students undertake Trainer led self-paced learning through Volunteering Queensland's system. Theory assessment includes short answer, essay, project work, and self marking questions.

### Entry requirements

- ✓ Where volunteering work is undertaken with organisations external to the school, students may be required to undertake background checks (e.g. Blue Card).
- ✓ Where students undertake this course online, they should have access to an internet-connected computer.

**Volunteering Queensland RTO #6020**

### Units of competency

The course contains seven (7) units of competency:

#### Core units

- BSBCMM201 Communicate in the workplace
- CHCDIV001 Work with diverse people
- CHCVOL001 Be an effective volunteer
- HLTWHS001 Participate in workplace health and safety

#### Elective units

Three (3) units may be selected from the following:

- BSBPEF202 Plan and apply time management
- BSBTEC201 Use business software applications
- BSBTEC202 Use digital technologies to communicate in a work environment
- HLTFS001 Follow basic food safety practices
- PUACOM014 Contribute to community safety
- SISXCAI007 Assists with activities not requiring equipment

Credit transfer is available where students have attained other nationally recognised training, such as:

- HLTAID011 Provide first aid

For full QCE credit (4 points) to be achieved for this qualification, only one (1) unit of competency may be considered for Credit Transfer.

### Cost

Please contact Volunteering Queensland's Training Team for fee details.

V3 10/05/2022



## Assessment

Assessment tasks require student to demonstrate both their knowledge and skills – in the workplace or in other relevant contexts.

Students will collate a portfolio of evidence through a combination of assessment methods including:

- ✓ **WRITTEN ASSESSMENT:** Written responses to questions or scenarios – which may include short answer, paragraph responses or multiple choice.
- ✓ **CASE STUDIES:** Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks.
- ✓ **PRACTICAL ACTIVITY:** Tasks which require demonstration of skills. This may occur in the workplace or classroom, either real-life or simulated scenarios.
- ✓ **OBSERVATION:** Involves witnessing the demonstration of a student's performance.
- ✓ **PROJECT WORK:** Requires the development of a document(s) towards a specific task.
- ✓ **VOLUNTEER PLACEMENT:** Students will undertake volunteer placement either in their school or at an external organisation. Student work will be documented in a logbook and may include observation checklists. External organisations must be approved by Volunteering Queensland and the external organisation prior to any volunteer work being undertaken. Any hours logged without prior approval from Volunteering Queensland will not be recognised.



## Student support

Students will be provided with resources, assessments and support needed to guide them to complete the qualification. All resources and assessments can be easily accessed from our learning management system, Moodle.

Volunteering Queensland, in conjunction with schools, will work with each student to determine any support needs they may have and endeavor to provide access to educational and support services, as necessary. Prior to commencing, students will need to undertake a language, literacy and numeracy (LLN) assessment – the results of this assessment will be used to determine whether extra assistance may be needed as part of their study program.

Volunteering Queensland (RTO# 6020) supports teachers in assisting students to achieve their outcomes. Volunteering Queensland provides Professional Development opportunities to teachers to ensure they hold knowledge of current industry practice in the volunteer sector.

## Further information

Please access the Volunteering Queensland (RTO# 6020) website ([volunteeringqld.org.au/active](http://volunteeringqld.org.au/active)) for further information on the following topics, to access the Student Handbook or to submit an expression of interest:

- Recognition of Prior Learning and Credit Transfer
- Fees and refunds
- Complaints and appeals process
- Student support

You may also contact Jackie Choquenot, Training Partnerships Coordinator, using the following methods:

✉ [jackie@volunteeringqld.org.au](mailto:jackie@volunteeringqld.org.au)

☎ (07) 3002 7618



volunteering  
queensland

VS 11/05/2022

**Approval for advertising granted**

## Subject Fee

This course does have a fee as it is provided by an external RTO.

# Geography

## General senior subject

General

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

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

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

### Recommended pre-learning

#### Strongly Recommended

Minimum B in English and C in Mathematics  
OR minimum B in Geography

#### Desirable

Minimum B in Mathematics

### Pathways

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

employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

### Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

### Subject Fee

Geography has a mandatory excursion each year which forms the subject fee.

Year 11 Subject Cost: approx. \$50.00\*

Year 12 Subject Cost: approx. \$60.00\*

\* approximate costs based on 2022 costings. Subject to change

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>Natural hazard zones</li> <li>Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>Managing the challenges facing a megacity</li> <li>Responding to challenges facing a place in Australia</li> <li></li> </ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>Land cover transformations and climate change</li> <li>Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>Population challenges in Australia</li> <li>Global population change</li> </ul>

## Assessment

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

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	<ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>
<ul style="list-style-type: none"> <li>Investigation — data report</li> </ul>	<ul style="list-style-type: none"> <li>Investigation — field report</li> </ul>

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"> <li>Examination — combination response</li> </ul>		<ul style="list-style-type: none"> <li>Investigation — data report</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Investigation — field report</li> </ul>		<ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	



# Legal Studies

## General senior subject

General

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.

### Recommended pre-learning

#### Strongly Recommended

Minimum B in English

### Desirable

Business and Legal Studies

### 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.

### Additional Information:

Students may undertake some field trips. Transport costs will apply.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>

## Assessment

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

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1) <ul style="list-style-type: none"> <li>• Combination Response Exam</li> </ul>	Formative Internal Assessment 3 (FIA3) <ul style="list-style-type: none"> <li>• Argumentative Essay</li> </ul>
Formative Internal Assessment 2 (FIA2) <ul style="list-style-type: none"> <li>• Inquiry Report</li> </ul>	

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%
• Examination — combination response		• Investigation — argumentative essay	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Investigation — inquiry report		• Examination — combination response	

# Modern History

## General senior subject

General

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

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

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

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

### Recommended pre-learning

#### Strongly Recommended

Minimum B in English OR minimum B in History

### Pathways

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

### Objectives

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

- comprehend terms, concepts and issues
- 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.

### Additional Information

There are no mandatory excursions but possible excursions (and therefore costs) could include the State Library or a Museum visit.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>French Revolution, 1789–1799</li> <li>Russian Revolution, 1905 – 1920s</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>Australian Indigenous rights movement since 1967</li> <li>Anti-apartheid movement in South Africa, 1948 - 1991</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>Germany, 1914–1945</li> <li>China, 1931–1976</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>Australian engagement with Asia since 1945</li> <li>Cold War, 1945–1991</li> </ul>

## Assessment

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

Unit 1	Unit 2
<ul style="list-style-type: none"> <li>Examination — short responses to historical sources</li> </ul>	<ul style="list-style-type: none"> <li>Investigation — historical essay based on research</li> </ul>
<ul style="list-style-type: none"> <li>Investigation — independent source investigation</li> </ul>	<ul style="list-style-type: none"> <li>Examination — essay in response to historical sources</li> </ul>

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

# Japanese

## General senior subject

General

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

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

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

### Pathways

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

### Recommended pre-learning

#### Strongly Recommended

Minimum B in Japanese

### Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>Family/carers and friends</li> <li>Lifestyle and leisure</li> <li>Education</li> </ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>Travel</li> <li>Technology and media</li> <li>The contribution of Japanese culture to the world</li> </ul>	<b>私達の社会</b> <b>Our society</b> <ul style="list-style-type: none"> <li>Roles and relationships</li> <li>Socialising and connecting with my peers</li> <li>Groups in society</li> </ul>	<b>私の将来</b> <b>My future</b> <ul style="list-style-type: none"> <li>Finishing secondary school, plans and reflections</li> <li>Responsibilities and moving on</li> </ul>

## Assessment

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

Unit 1	Unit 2
Formative Internal assessment FI1 <ul style="list-style-type: none"> <li>Examination – short response</li> </ul>	Formative Internal assessment FI3 <ul style="list-style-type: none"> <li>Prepared presentation</li> </ul>
Formative Internal assessment FI2 <ul style="list-style-type: none"> <li>Examination – combination response</li> </ul>	Formative Internal assessment FI4 <ul style="list-style-type: none"> <li>Examination – combination response</li> </ul>

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):	15%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> <li>Examination — short response</li> </ul>		<ul style="list-style-type: none"> <li>Extended response</li> </ul>	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>		<ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	

# Essential Mathematics

## Applied senior subject

Applied

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.

### Recommended pre-learning

Some study of mathematics at Year 10 level.

### 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.

### Resource Requirements

A Scientific Calculator with statistical functions is essential.

## Structure

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>	Formative internal assessment 1 (FA3): <ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>
Formative internal assessment (FA2): <ul style="list-style-type: none"> <li>Examination</li> </ul>	Formative internal assessment (FA4): <ul style="list-style-type: none"> <li>Examination</li> </ul>

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

# General Mathematics

## General senior subject

General

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.

## Recommended pre-learning

### Strongly Recommended

Minimum C in Core or Extension Mathematics

### Desirable

Minimum B in Core Mathematics

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Examination</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Examination</li> </ul>	

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):	15%
<ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>		<ul style="list-style-type: none"> <li>• Examination</li> </ul>	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> <li>• Examination</li> </ul>			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination</li> </ul>			



# Mathematical Methods

## General senior subject

General

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.

## Recommended pre-learning

### Strongly Recommended

Minimum B in Core or C in Extension Mathematics.

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>Examination</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>Examination</li> </ul>	

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):	15%
<ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>		<ul style="list-style-type: none"> <li>Examination</li> </ul>	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> <li>Examination</li> </ul>			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>Examination</li> </ul>			

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Recommended pre-learning

### Strongly Recommended

Minimum B in Extension Mathematics

## Companion Subject

Must also study Mathematical Methods

## Objectives

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

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

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>Combinatorics</li> <li>Vectors in the plane</li> <li>Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>Complex numbers 1</li> <li>Trigonometry and functions</li> <li>Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>Proof by mathematical induction</li> <li>Vectors and matrices</li> <li>Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>Integration and applications of integration</li> <li>Rates of change and differential equations</li> <li>Statistical inference</li> </ul>

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>Examination</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>Examination</li> </ul>	

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):	15%
<ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>		<ul style="list-style-type: none"> <li>Examination</li> </ul>	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> <li>Examination</li> </ul>			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>Examination</li> </ul>			

# Science in Practice

Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

## Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

## Recommended pre-learning

Nil

## Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

## Subject Fee

Year 11 approx. \$42\* (includes mandatory excursions and consumables)

Year 12 approx. \$42\* (includes mandatory excursions and consumables)

\* approximate costs based on 2022 costings. Subject to change

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
Module 1: Microbes – some can harm us!	Module 3: The Environment – Are we ruining our Bay?	Module 5: Natural Disasters – Could it happen here?	Module 7: Fisheries – Will there be anything left to catch?
Module 2 – Microbes – some can help us!	Module 4: Forensic Science – You're nicked son!	Module 6: Energy – Will the lights go out?	Module 8: Materials – Are we still the lucky country?

## Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Module 1: Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p> <p>Bad microbe research task - (written response)</p>	<p>Module 3: Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p> <p>Mangrove study - (written response)</p>	<p>Module 5: Extended Response A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p> <p>Cyclone research task - (written response)</p>	<p>Module 7: Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p> <p>Fishing and sustainability report (written response)</p>
<p>Module 2: Project A response to a single task, situation and/or scenario.</p> <p>Microbes in foods - (written and product component)</p>	<p>Module 4: Collection of Work A response to a series of tasks relating to a single topic in a module of work.</p> <p>Collection of forensic activities and case study - (multimodal – non-presentation, performance and written component)</p>	<p>Module 6: Project A response to a single task, situation and/or scenario.</p> <p>Passive house design experiment report - (written and product component)</p>	<p>Module 8: Collection of Work A response to a series of tasks relating to a single topic in a module of work.</p> <p>Mining processes, experiment and sustainable future task - (multimodal - presentation, performance and written component)</p>

# Biology

## General senior subject

General

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.

### Recommended pre-learning

#### Strongly Recommended

Minimum B in Core Science OR C in Extension Science AND  
Minimum B in Core Mathematics OR C in Extension Mathematics

#### Desirable

Science Extension elective (Living or Physical Science)

### Companion Subject

It is strongly recommended to study General Mathematics or Mathematical Methods in senior.

### 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.

### Subject Fees

Year 11: approx. \$100\* (includes mandatory excursions and consumables)

Year 12: \$10\* (consumables)

\* approximate costs based on 2022 costings. Subject to change



## Structure

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Data test</li> </ul>	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Research investigation</li> </ul>
Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Student experiment</li> </ul>	Formative external assessment (EA): <ul style="list-style-type: none"> <li>Examination</li> </ul>

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

### Summative assessments

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

# Chemistry

## General senior subject

General

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.

### Recommended pre-learning

#### Strongly Recommended

Minimum B in Core Science OR C in Extension Science AND  
Minimum B in Core Mathematics OR C in Extension Mathematics

### Desirable

Science Extension elective (Living or Physical Science)

### Companion Subject

It is strongly recommended to study General Mathematics or Mathematical Methods in senior.

### 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.

### Subject Fees

Consumables - \$18\* per year

\* Approximate costs based on 2022 costings. Subject to change.

## Structure

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Data test</li> </ul>	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul>
Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul>	Formative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination</li> </ul>

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

# Physics

## General senior subject

General

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.

## Recommended pre-learning

### Strongly Recommended

Minimum B in Core Science OR C in Extension Science AND  
Minimum B in Core Mathematics OR C in Extension Mathematics

### Desirable

Science Extension elective (Living or Physical Science)

## Companion Subject

It is strongly recommended students study Mathematical Methods in senior.

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Data test	Formative internal assessment 3 (IA3): • Research investigation
Formative internal assessment 2 (IA2): • Student experiment	Formative external assessment (EA): • Examination

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

### Summative assessments

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

# Psychology

## General senior subject

General

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.

## Recommended pre-learning

### Strongly Recommended

Minimum B in Core Science OR C in Extension Science AND  
Minimum B in Core Mathematics OR C in Extension Mathematics

### Desirable

Science Extension elective (Living or Physical Science)

## Companion Subject

It is strongly recommended for students to study General Mathematics or Mathematical Methods in senior.

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Data test</li> </ul>	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Student experiment</li> </ul>
Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Research investigation</li> </ul>	Formative external assessment (EA): <ul style="list-style-type: none"> <li>Examination</li> </ul>

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

### Summative assessments

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

# Early Childhood Studies

## Applied senior subject

Applied

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.

### Pre-Learning

#### Mandatory

Students must be eligible to receive their "Working with Children" Student Blue Card.

#### Desirable

Minimum C in English

### Subject Fee

Year 11 \$50\*

Year 12 \$50\*

\* Approximate costs based on 2022 costings. Subject to change.

### 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.

### Additional Information

Students will be required to undertake some activities and/or excursions for this subject that may include visiting a childcare centre or providing activities for Under 8s Day at local primary schools.

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

## Assessment

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

- two projects
- two other assessments.

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

# Certificate II in Furniture Making (MSF20313)

RTO Provider – Bray Park SHS (RTO Code: 30237)

VET

Certificate II in Furniture Making 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

This qualification 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:

- 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
- plan and adapt production processes
- create products from specifications.

## Pre-Learning

### Desirable

Year 10 Industrial Technology subject

## Subject Fee

**Year 11** – Timber carry all \$25\* + Dart Board Cabinet \$55\* = \$80\*

**Year 12** – Swivel card table/hall table \$75\* + Bedside cabinet \$100\* = \$175\*

Construction White Card = \$69\*

\*Approximate costs based on 2022 costings. Subject to change.

## Additional Information

All students must wear **correct footwear (solid uppers)** in the workshop as per the School's Uniform Policy. Black, leather or vinyl shoes must be worn. (If boiling water would pour through fabric, they are not safe.) Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student. A shirt or overalls to cover formal uniforms would be a benefit. Aprons are supplied.

## Work Placement

Students can complete work placement during their two-year course of study. This placement will enhance students' readiness for work and assist them to obtain School-Based Traineeships or Apprenticeships.

## Structure

To be awarded the MSF20313 Certificate II in Furniture Making, competency must be achieved in **thirteen (13)** units of competency consisting of **five (5)** core units of competency **eight (8)** elective units of competency.

The unit of competency CPCCWHS1001 Work Safely in the construction industry (construction White Card) is delivered and assessed by an external RTO under a Memorandum of Understanding arrangement.

Unit Code	Unit Title	Core/Elective
MSMENV272	Participate in environmentally sustainable work practices	Core
MSMSUP102	Communicate in the work place	Core
MSMSUP106	Work in a team	Core
MSFFM2001	Use furniture making sector hand and power tools	Core
MSFGN2001	Make measurements and calculations	Core
MSMWHS200	Work Safely	Elective
MSMSUP240	Undertake minor maintenance	Elective
MSFFF2004	Prepare surfaces for finishing	Elective
MSFFM2002	Assemble furnishing components	Elective
MSFFM2003	Select and apply hardware	Elective
MSFFM2005	Join solid timber	Elective
MSFFM2006	Hand make timber joints	Elective
MSFFM2010	Set up and operate basic static machines	Elective

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

## Assessment

Students will have both theoretical and practical assessments throughout the course. Practical assessments will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.



# Certificate II in Hospitality (SIT20316)

RTO Provider – Bray Park SHS (RTO No: 30237)

VET

Studying Hospitality gives students skills and abilities to make them readily employable in the diverse Hospitality Industry. Immediate benefits are in students being confident to start part-time work while still being at school. Traineeships are also available while still studying at school.

## Pathways

Students can continue to study Certificate III at TAFE or Bachelor degree in Hospitality at University. They enter a career in Hospitality with a qualification, experience and confidence.

## Objectives

By the conclusion of the course of study, students should receive their Certificate II in Hospitality, be confident in their cooking and serving skills and demonstrate excellent communication and problem-solving skills.

## Work Placement

It is mandatory for the completion of the Certificate II in Hospitality for students to complete at least **two (2) week long blocks or 10 days** of work placement in the Hospitality field during their two-year course of study. This experience will also enhance student's readiness for work and assist them to obtain School-Based Traineeships or Apprenticeships.

## Pre-Learning

### Desirable

Minimum C in Hospitality OR Fashion and Nutrition

## Additional Information

Practical cooking is to be brought each week by the student, unless functions or other arrangements are made. Aprons and tea-towels must be brought each week to meet health and safety regulations. **Enclosed leather shoes, as per the School's Uniform Policy are mandatory to meet Workplace Health and Safety laws and the school rules.**

**Several times across the two-year course, students will be required to prepare for and attend functions out of school hours. Notice will be provided in advance.**

## Subject Fee

Year 11 \$50\*

Year 12 \$50\*

Fee covers demonstration foods for food and beverage units that students consume and the weekly use of baking paper, gladwrap, spices, oil etc. **Students are required to supply their own ingredients for practicals.**

\* approximate costs based on 2022 costings. Subject to change



## Structure

To be awarded the Certificate II in Hospitality, competency must be achieved in **twelve (12)** units of competency consisting of **six (6)** core units of competency **six (6)** elective units of competency.

Unit Code	Unit Title	Core/Elective
BSBWOR203	Work effectively with others	Core
SITXWHS001	Participate in safe work practices	Core
SITHIND002	Source and use information on the hospitality industry	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXCCS003	Interact with customers	Core
SITHIND003	Use hospitality skills effectively	Core
SITXFSA001	Use hygienic practices for food safety	Elective
TLIE1005	Carry out basic workplace calculations	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITHCCC002	Prepare and present simple dishes	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
SITXCCS001	Provide customer information and assistance	Elective

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

## Assessment

Students will have both theoretical and practical assessments throughout the course. Practical assessments will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.



# Certificate II in Automotive Vocational Preparation (AUR20720)

RTO Provider – Bray Park SHS (RTO No: 30237)

VET

The Automotive industry encompasses a broad range of employment opportunities. Currently in Queensland, employment opportunities are high for the Automotive Industry and this is particularly evident in the Pine Rivers Shire.

Students are able to obtain Certificate II in Automotive Vocational Preparation if successful in completing all required competencies.

## Pathways

Students can expect to go into the Automotive industry with practical experience in small engines and car maintenance. Knowledge of workplace practices, including environmental sustainability, communication and problem solving are a bonus for students wanting to work with all machinery. The Certificate II means that your student can progress to TAFE and start at the Certificate III level or use their nationally recognised qualification to enter the workforce.

## Objectives

By the conclusion of the course of study, students should be confident in maintaining car servicing and applying mechanical knowledge and skills to any small engines and parts.

## Pre-Learning

### Desirable

Year 10 Industrial Technology subject

## Work Placement

Work Placement is not a mandatory part of this course as a simulated work environment meets this criteria.

## Subject Fee

\$20\* for consumables (bearings, gaskets, battery testers, oils, tyre repairs).

\* Approximate costs based on 2022 costings. Subject to change.

## Additional Information

All students must wear **correct footwear (solid uppers)** in the workshop as per the School's Uniform Policy. Black leather or vinyl shoes must be worn. (If boiling water would pour through fabric, they are not safe.) Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student. A shirt or overalls to cover formal uniforms would be a benefit. Aprons are supplied.



## Structure

To be awarded the Certificate II in Automotive Vocational Preparation, competency must be achieved in **twelve (12)** units of competency consisting of **seven (7)** core units of competency **five (5)** elective units of competency.

Unit Code	Unit Title	Core/Elective
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	Core
AURASA102	Follow safe working practices in an automotive workplace	Core
AURETR103	Identify automotive electrical systems and components	Core
AURLTA101	Identify automotive mechanical systems and components	Core
AURTTK102	Use and maintain tools and equipment in an automotive workplace	Core
AURAF103	Communicate effectively in an automotive workplace	Core
AURAF104	Resolve routine problems in an automotive workplace	Core
AURTTA127	Carry out basic vehicle servicing operations	Elective
AURTTA003	Use and maintain basic mechanical measuring devices	Elective
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives	Elective
AURLTJ102	Remove, inspect, repair and refit light vehicle tyres and tubes	Elective
AURTTJ011	Balance wheels and tyres	Elective

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

## Assessment

Students will have both theoretical and practical assessments throughout the course. Practical assessments will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.

# Certificate II in Engineering Pathways (MEM20413)

## RTO Provider – Blue Dog Training (RTO Code: 31193)

VET  
Qualification

Registered Training Organisation (RTO):

Blue Dog Training (RTO Code: 31193)

[www.bluedogtraining.com.au](http://www.bluedogtraining.com.au)

07 3166 3960

**QCE Points: 4**

### Description

The qualification MEM20413 provides students with an introduction to an engineering or related working environment.

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

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

### Application

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

### Eligibility - Cost

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

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

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

## Training and Assessment Delivery

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

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

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

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

Blue Dog Training are responsible for all training and assessment.

### Core

MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices

### Elective

MEM18001C	Use hand tools
MEM16008A	Interact with computing technology
MEM18002B	Use power tools/hand held operations
MEMPE002A	Use electric welding machines
MEM16006A	Organise and communicate information
MEMPE003A	Use oxy-acetylene and soldering equipment
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MEMPE001A	Use engineering workshop machines

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

## Additional Information

All students are required to participate in safety training through OnGuard Machine Safety Training Online before accessing equipment in the workshop. This includes teacher demonstration and training and is a minimum requirement to participate in this practical area. All students must wear correct footwear with impervious uppers (shoes that do not allowing fluid to pass through) in the workshop, as per the school uniform rules. Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student, but there is a supply of these in the workshops. A long sleeve cotton drill shirt or overalls to cover school uniform would be a benefit.

### Subject Fee

**Approval for advertising granted.**

Free - If using VETiS funding through Blue Dog Training.

\$1200\* if not eligible for VETiS funding for the 2-year course (paid to Blue Dog Training) plus \$80\* in year 11 and \$100\* in Year 12 for materials payable to Bray Park State High School.

\* Approximate costs based on 2022 costings. Subject to change.

# Design

## General senior subject

General

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

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

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

### Pathways

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

### Recommended pre-learning

#### Strongly Recommended

Minimum B in English

### Desirable

Minimum C in Design

### Objectives

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

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

### Subject Fee

Year 11: \$30\*

Year 12: \$30\*

Subject fees contribute towards the supply of copic pens and extra photocopy credit to cover colour printing costs.

\* Approximate costs based on 2022 costings. Subject to change.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> <ul style="list-style-type: none"> <li>Experiencing design</li> <li>Design process</li> <li>Design styles</li> </ul>	<b>Commercial design</b> <ul style="list-style-type: none"> <li>Explore — client needs and wants</li> <li>Develop — collaborative design</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>Designing with empathy</li> </ul>	<b>Sustainable design</b> <ul style="list-style-type: none"> <li>Explore — sustainable design opportunities</li> <li>Develop — redesign</li> </ul>

## Assessment

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

Unit 1 - Design in Practice	Unit 2 - Commercial Design
Formative Internal Assessment 1: <ul style="list-style-type: none"> <li>Examination — design challenge</li> </ul>	Formative Internal Assessment 3: <ul style="list-style-type: none"> <li>Examination — design challenge</li> </ul>
Formative Internal Assessment 2: <ul style="list-style-type: none"> <li>Project</li> </ul>	Formative Internal Assessment 4: <ul style="list-style-type: none"> <li>Project</li> </ul>

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"> <li>Examination — design challenge</li> </ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Project</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Project</li> </ul>	35%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — design challenge</li> </ul>	25%

# Information & Communication Technology

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Recommended pre-learning

### Desirable

Digital Technologies

## Objectives

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

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



## Structure

The Information & Communication Technology course is designed around:

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

Core topics	Elective contexts	
<ul style="list-style-type: none"><li>• Hardware</li><li>• Software</li><li>• ICT in society</li></ul>	<ul style="list-style-type: none"><li>• Application development</li><li>• Data management</li><li>• Digital imaging and modelling</li><li>• Document production</li></ul>	<ul style="list-style-type: none"><li>• Online communication</li><li>• Website production</li></ul>

## Assessment

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

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"><li>• written: 500–900 words</li><li>• spoken: 2½–3½ minutes</li><li>• multimodal: 3–6 minutes</li><li>• product: continuous class time.</li></ul>	Presented in one of the following modes: <ul style="list-style-type: none"><li>• written: 600–1000 words</li><li>• spoken: 3–4 minutes</li><li>• multimodal: 4–7 minutes.</li></ul>

# Dance in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Structure

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

## Recommended pre-learning

### Desirable

Minimum C in Dance or private dance studio experience

### 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.

## 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"> <li>• a dance performance: 1½ – 2 minutes</li> <li>• at least one other component from the following <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes</li> </ul> </li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance performance: 2–3 minutes</li> <li>• Production performance: variable conditions</li> <li>• Teaching performance: variable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Design solution and folio: variable conditions</li> <li>• Choreographic work: 2–3 minutes</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Drama in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Recommended pre-learning

#### Desirable

Minimum C in Drama

### Objectives

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

- analyse the use of dramatic principles and practices to communicate meaning for a purpose
  - use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
  - plan and modify dramatic works using dramatic principles and practices to achieve purposes
  - create dramatic works that convey meaning to audiences
  - evaluate the application of dramatic principles and practices to drama activities or dramatic works.
- identify and explain dramatic principles and practices
  - interpret and explain dramatic works and dramatic meanings
  - demonstrate dramatic principles and practices
  - apply dramatic principles and practices when engaging in drama activities and/or with dramatic works

## Structure

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

Core	Module	Electives
<ul style="list-style-type: none"> <li>• Dramatic principles</li> <li>• Dramatic practices</li> </ul>	<b>1. From Toddlers to Teens</b> This module allows students to explore theatre aimed specifically at young people. Students will learn about the styles and conventions that are used in Theatre for Young People and will study children's entertainers and playtexts that were written for young audiences. They will script their own dramas and design production elements for their play. Students will also interpret, rehearse and perform a scripted drama that will communicate characters, situations and relationships that create dramatic meaning for young audiences.	<ul style="list-style-type: none"> <li>• Scriptwriting</li> <li>Acting (stage and screen)</li> </ul>
<ul style="list-style-type: none"> <li>• Dramatic principles</li> <li>• Dramatic practices</li> </ul>	<b>2. All The Worlds A Stage</b> In this unit students will explore Elizabethan Theatre and the work of William Shakespeare through a selection of his comedies and tragedies. They will prepare a director's vision for the production of a play, based on one of Shakespeare's works, and will direct an excerpt from the play. In small groups, students will perform an excerpt from one of Shakespeare's plays.	<ul style="list-style-type: none"> <li>• Acting (Stage and Screen)</li> <li>• Directing</li> </ul>
<ul style="list-style-type: none"> <li>• Dramatic principles</li> <li>• Dramatic practices</li> </ul>	<b>3. Who Are The People In Your Neighbourhood?</b> In this module, students will study and perform a play that uses verbatim techniques. They will make community connections with local community groups in order to interview them about a particular event/topic, turning their quotes into a student-devised, documentary style, verbatim play. Students will engage in playbuilding and acting, and will gain skills in planning and delivering a performance to a live audience.	<ul style="list-style-type: none"> <li>• Community Theatre</li> <li>• Playbuilding</li> </ul>
<ul style="list-style-type: none"> <li>• Dramatic principles</li> <li>• Dramatic practices</li> </ul>	<b>4. How to Get That Job</b> This module develops skills for a future career pathway, with a focus on the theatre industry. Students develop individual skills for the purpose of self-realisation and expression. They perform collaboratively and individually to develop performances for live and screen contexts.	<ul style="list-style-type: none"> <li>• Career Pathways</li> <li>• The Theatre Industry</li> </ul>

## Assessment

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

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

Project	Performance
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.
<p>Module 1, Assessment 1: Project (product and multi-modal) Plan, devise and design a piece of Theatre for Young People</p> <p>Module 2, Assessment 1: Project (multi-modal and directing) Prepare a director's vision that re-contextualises one of Shakespeare's plays and direct an excerpt from the play. Students may choose from 'Romeo and Juliet' or 'Twelfth Night'.</p> <p>Module 3, Assessment 2: Project (scriptwriting and performance) Devise a dramatic work based on the responses to interviews with community groups, and/or other sources. Script a segment for the class verbatim play, and write a rationale that analyses and evaluates your choices. Play-build as a class to combine elements from students-devised scripts in order to rehearse and perform a documentary verbatim play for an audience.</p> <p>Module 4, Assessment 1: Project (performance and written component) As a group, perform a script to audition for a theatre festival and reflect on the performance.</p>	<p>Module 1, Assessment 2: Performance (acting) Students perform a script excerpt from a text intended for young audiences.</p> <p>Module 2, Assessment 2: Performance (acting) Interpret, rehearse and perform an excerpt from a Shakespearean text. This can be performed in its original context or modernised for a contemporary audience. Students may choose from 'Romeo and Juliet' or 'Twelfth Night'.</p> <p>Module 3, Assessment 1: Performance (acting) As a group, perform excerpts from a play for a community audience.</p> <p>Module 4, Assessment 2: Performing (screen acting) Perform a monologue for an audition.</p>

# Music in Practice

## Applied senior subject

Applied

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.

### Recommended pre-learning

#### Desirable

Minimum C in Music

### 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	Module	Electives
<ul style="list-style-type: none"> <li>• Music principles</li> <li>• Music practices</li> </ul>	<b>1. Music and Technology</b> This module develops and refines students' skills using DAWs and other music technology for the purpose of creating and performing music. Using recording and mixing software, students develop and refine skills in recording and mixing techniques. They will analyse and evaluate the use of a chosen piece of music technology used in a live performance, as well as, incorporating a piece of music technology into their own live performance. Music technology may include, but not limited to, loop software, effects processors, synthesizers, midi controllers, etc.	<ul style="list-style-type: none"> <li>• Music technology and production</li> </ul>
<ul style="list-style-type: none"> <li>• Music principles</li> <li>• Music practices</li> </ul>	<b>2. Going Live</b> This module on students developing their knowledge, understanding, and skills necessary for sound production; as well as their skills in singing and playing, both individually and in groups. They will achieve this by engaging with sound design and production skills to create a live recording from multi-tracked student performances. They also develop aspects of stage management, equipment usage, and live performance skills by performing at the school music festival: "RevFest".	<ul style="list-style-type: none"> <li>• Live production and performance</li> </ul>
<ul style="list-style-type: none"> <li>• Music principles</li> <li>• Music practices</li> </ul>	<b>3. Keeping It Fresh</b> This module develops students' skills in the performance, composition and analysis of contemporary music. Working as individuals and/or in groups, students analyse and evaluate repertoire, compose music, plus plan and implement live performance opportunities by organising a lunchtime concert of contemporary music.	<ul style="list-style-type: none"> <li>• Contemporary Music</li> </ul>
<ul style="list-style-type: none"> <li>• Music principles</li> <li>• Music practices</li> </ul>	<b>4. Music for Motion Pictures</b> This module develops and refines students' skills in creating and performing songs for movies and TV. Using recording and mixing software, students compose music for a selected film/tv clip. Students will also perform a piece of music originally composed for film/tv.	<ul style="list-style-type: none"> <li>• Music for film, TV, and video games.</li> </ul>

## 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
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.
<p>Module 1, Assessment 2: Project (spoken component and performance) Demonstrate an understanding of music technology by analysing and evaluating the use of a piece of music technology used in live performance, and incorporating a piece of music technology into a live performance.</p> <p>Module 2, Assessment 1: Project (performance and multi-modal) Demonstrate sound design techniques in the mix-down/mastering of a live performance.</p> <p>Module 3, Assessment 2: Project (Spoken component and performance) Plan and perform in a lunchtime concert aimed at youths in the school community.</p>	<p>Module 2, Assessment 2: Performance Perform an approved song at RevFest student music festival.</p> <p>Module 4, Assessment 2: Performance Perform a piece of music that was originally composed for film/tv.</p>	<p>Module 1, Assessment 1: Product (Composition) Create a recorded song using a combination of original sounds, existing sounds, and/or loops.</p> <p>Module 3, Assessment 1: Product (Composition) Create a piece of contemporary music suitable for a youth audience, using any combination of loops, samples, existing and/or original sounds.</p> <p>Module 4, Assessment 1: Product (Composition) Create a piece of music that enhances the visual stimulus, from selected film/tv footage, to achieve a specific purpose; i.e. affect mood, character, location, etc.</p>

# Certificate II in Visual Arts (CUA20720)

RTO Provider – Bray Park SHS (RTO no: 30237)

VET

This course is designed to provide a foundation of knowledge and skills for people intending to work in arts related industries or undertake higher levels of studies in visual arts. It provides an opportunity to explore employment pathways in the visual Arts industry.

The course is delivered over two year's full time study. The structure of the course incorporates effective work practices, workplace health and safety issues, an understanding of historical and theoretical aesthetic concepts plus elective studies in drawing, painting, sculpture, printmaking and ceramics.

This course will be delivered through school based tasks that will simulate a working studio environment. It is organised to provide students with generic skills and the opportunity to apply these skills in an industry simulated environment.

## Pathways

A Certificate II in Visual Arts could lead to employment as an Independent Visual Artist (freelance/commission), Ceramics studio/Community Arts Trainee, Workshop Assistant, Teacher/Instructor of Art and Recreation, Muralist or Printer maker.

## Objectives

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

- Use basic creative and technical skills underpinning all types of Visual Arts practice

- Make simple creative works
- Be able to source and use information relevant to own arts practice
- Be able to contribute to the health and safety of self and others

## Pre Learning

### Desirable

Minimum C in Visual Art or Studio Art

## Subject Fee

\$90 per year for consumable art supplies (e.g. paints, paper/cardboard, drawing items, sculptural tools and glue) and Art Gallery excursion entry fee and associated transport.

## Additional Information

Students are required to pay a subject fee for art materials used in this course. Work produced by the student becomes the property of the student. Use of facilities to complete folio requirements may include lunchtime workshops and after school workshops.



## Structure

To be awarded the Certificate II in Visual Arts, competency must be achieved in **nine (9)** units of competency consisting of **four (4)** core units of competency **five (5)** elective units of competency.

Unit Code	Unit Title	Core/Elective
BSBWHS211	Contribute to the health and safety of self and others	Core
CUAPPR211	Make simple creative work	Core
CUAACD1201	Develop drawing skills to communicate ideas	Core
CUARES202	Source and use information relevant to own arts practice	Core
CUADRA201	Develop drawing skills	Elective
CUASCU211	Develop sculptural skills	Elective
CUAPAI211	Develop painting skills	Elective
CUAPRI211	Develop printmaking skills	Elective
CUACER201	Develop ceramic skills	Elective

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

## Assessment

Assessment for this certificate course is competency based. Students are required to demonstrate competency in all set tasks to receive certification. These include theory work books as well as practical folio tasks.

# Drama

## General senior subject

General

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.

## Recommended pre-learning

### Strongly Recommended

Minimum B in Drama

### Desirable

Minimum B in English

## 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.

## Subject Fee

Approx. \$120\* per year to view live professional drama performances and associated transport costs.

\* Approximate costs based on 2022 costings. Subject to change.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<b>Reflect</b> How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<b>Challenge</b> How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<b>Transform</b> How can you transform dramatic practice? <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"> <li>• Performance</li> </ul>	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> <li>• Project — practice-led project</li> </ul>
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> <li>• Project — dramatic concept</li> </ul>	Formative external assessment (FEA): <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>

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%
<ul style="list-style-type: none"> <li>• Performance</li> </ul>		<ul style="list-style-type: none"> <li>• Project — practice-led project</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>• Project — dramatic concept</li> </ul>			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>			

# Music

## General senior subject

General

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 such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

### Recommended pre-learning

#### Strongly Recommended

Minimum B in Music

#### Desirable

Minimum B in English

### 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
<b>Designs</b> 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?	<b>Identities</b> 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?	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	<b>Narratives</b> 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.

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Performance	Formative internal assessment 3 (FIA3): • Integrated project
Formative internal assessment 2 (FIA2): • Composition	Formative external assessment (FEA): • Examination

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

### Summative assessments

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

# Music Extension

## General senior subject

General

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

### Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

### Pre-requisite

Year 11 Music

### Objectives

#### Common objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music.

#### Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- analyse music
- investigate music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

## Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"> <li>• Key idea 1: Initiate best practice</li> <li>• Key idea 2: Consolidate best practice</li> </ul>	<b>Emerge</b> <ul style="list-style-type: none"> <li>• Key idea 3: Independent best practice</li> </ul>

## Assessment

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

**Note:** The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

### Summative assessments — Composition specialisation

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

### Summative assessments — Musicology specialisation

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

### Summative assessments — Performance specialisation

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

# Visual Art

## General senior subject

General

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.

### Recommended pre-learning

#### Strongly Recommended

Minimum B in Visual Art

#### Desirable

Minimum B in English

### 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.

### Subject Fee

\$90\* per year for consumable art supplies (eg paints, paper/cardboard, drawing items, sculptural tools and glue) and Art Gallery excursion entry fee and associated transport costs.

\* Approximate costs based on 2022 costings. Subject to change.

## Structure

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

## Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"> <li>• Investigation — inquiry phase 1</li> </ul>	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> <li>• Project — inquiry phase 3</li> </ul>
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> <li>• Project — inquiry phase 2</li> </ul>	Formative external assessment (FEA) <ul style="list-style-type: none"> <li>• Examination</li> </ul>

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"> <li>• Investigation — inquiry phase 1</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Project — inquiry phase 3</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Project — inquiry phase 2</li> </ul>	
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination</li> </ul>	