

# HSC – Learning Community

Dear Senior Student of 2024-2025 and Parents/Carers

Congratulations! You have made a decision about taking on the challenge and the responsibilities associated with Senior schooling. In effect, you have made a deliberate commitment to your adult future.

Choosing your course of study for Senior is both challenging and exciting. I encourage you to choose a course of study which will allow you to pursue multiple career pathways.

The restructuring of the workforce, as a response to the technological revolution, impacts upon our daily lives in a multitude of ways:

- ❖ Your adult working life will be significantly different from that of your Parents and Grandparents.
- ❖ Futurists tell us the youth of this new millennium are likely, on average, to undertake up to five significant career changes across their adult working lives.
- ❖ And they also tell us that 70% of the jobs that will exist in 2033 – as you approach your thirties – have not yet even been conceptualised!

Indeed, you now find yourself immersed in the era of Lifelong Learning!

At HSC, Senior education embraces the 21st century skills identified by QCAA, which are considered the essential ingredients for post-school success in a rapidly changing and complex world – whether via study, apprenticeships, community service, paid or unpaid work.

In addition to literacy and numeracy, these skills are:

1. Critical thinking
2. Communication
3. Personal and social skills
4. Creative thinking
5. Collaboration and teamwork
6. Information & communication technologies (ICT) skills

At HSC you will have the opportunity to develop these critical skills through the availability of General, Applied and Vocational Education & Training (VET) subjects so that you are able to select a course that best meets your initial career aspirations. HSC offers a broad range of subjects and courses to meet the needs, interests and abilities of our students.

At HSC we are committed to encouraging and supporting you to achieve high academic standards and, also, to develop a sense of connectedness. We are dedicated to developing a culture that encourages and supports you through these vital transition years, whilst also facilitating you to remain affiliated and contributing positively.

Our Learning and Pastoral programs focus upon encouraging and supporting you to ...

- ❖ set clear goals;
- ❖ plan strategies to achieve the results you want; and
- ❖ understand that effort is not merely an optional extra but rather is an essential ingredient to achieving dreams.

In short, at HSC, we are about

*Launching Adolescents into Lifelong Learning!*

I wish you well in your subject selection.



Alison Wales  
Principal

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*Senior Handbook – Student Subject Choices 2024-2025 (This handbook is correct at time of publication – April 2023)*

# General Information

## Senior Subjects

Senior subject offerings are drawn from QCAA General, Applied and Short Courses, and Vocational Education and Training (VET) Certificate courses.

The QCAA has developed General, Applied, and Short Course Syllabuses for implementation in Queensland schools. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

All QCAA developed syllabuses can be accessed at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects)

### General Syllabuses

General subjects are suited to students who are interested in pathways beyond Senior secondary schooling that lead primarily to tertiary studies, as well as pathways for vocational education and training and work.

### Applied Syllabuses

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

### Underpinning Factors

All QCAA Senior syllabuses are underpinned by:

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

### General Syllabuses

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

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

### Applied Syllabuses

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

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

### Vocational Education and Training (VET)

Students moving directly into the workforce, following Senior schooling, have a range of options to support their career goals. Holy Spirit College offers a variety of Vocational Education and Training (VET) nationally recognised Certificate courses. The College is a partner in the delivery of certificate courses with external RTOs.

Students participating in a School Based Traineeship or Apprenticeship will be required to spend a day during the school week at a certified workplace to complete their Units of Competency.

# General Information

Other students participating in some Certificate courses may choose to spend a day during the school week in a workplace or they may choose to work outside of school hours. These qualifications may reduce the time the student must spend in training after leaving school. When working during school hours, students need to ensure that school work missed while studying externally or in the workplace is caught up and subject choices are arranged with the Learning Pathways & Careers Program Leader to help achieve this.

Programs available at Holy Spirit College to enhance students' preparation for the workplace and competitiveness for employment are:

- SATs (School Based Apprenticeships and Traineeships)
- Structured Work Placement during school time
- Work Experience during school holidays
- Study through other providers e.g. Certificate II in Electrotechnology (Career Start) through the CQU VETiS program

Many of these initiatives involve flexible timetable arrangements and a high level of co-operation and responsibility from the student. Please contact the VET Coordinator at the College who will assist in planning a Senior program to meet employment goals.

## 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.

Bonus Subject Schemes are available from some universities to improve a student's competitiveness for selection in specific courses. Bonuses can apply to students studying subject such as a Language, Specialist Mathematics or Physics. Bonuses are added after the ATAR is calculated according to the individual tertiary institution's rules when an applicant's QTAC application is assessed. Consult university websites for full details.

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 of QCAA subjects English or Essential English is required for a student to be ATAR eligible; however, it is not mandatory for a student's English result to be included in their top five results for calculation of their ATAR.

### VET Qualifications and Tertiary Entrance

Completed VET Certificates III or higher can make **two** possible contributions to obtaining university entrance:

- Certificate III or higher can be used in conjunction with the results of 4 General subjects to calculate an ATAR. The contribution of a Certificate course is not high. Discussing these options and contributions with the Learning Pathways & Careers Program Leader is recommended.
- Certificate III or higher can be used as stand-alone entry to university courses from particular universities for specific courses. The decision to offer entrance based on a completed VET Certificate lies with the universities and students should consult university websites or the Queensland Tertiary Admissions Centre (QTAC) for details when this information is updated each year. Some universities may also consider a completed Certificate III or higher to have met the requirements for a satisfactory result in English.

## QCE – Queensland Certificate of Education

From 1 January 2006, young people have been required to stay at school until they finish Year 10 or turn 16, whichever comes first.

After that, if they are not working at least 25 hours per week, young people will need to:

- stay in education or training for a further 2 years, or
- complete a QCE, or
- complete a Certificate III Vocational Qualification or higher, or
- turn 17, whichever comes first.

During Year 10, students will develop a Senior Education and Training (SET) Plan to help them structure their learning around their abilities, interests and ambitions. Each student will have an online Learning Account with the QCAA to record their progress toward a QCE.

# General Information

## Senior Education Profile (SEP)

At the completion of Senior schooling, a student will receive a Senior Statement, which details learning undertaken and the results achieved during the Senior phase of learning, and possibly one or more of the following, if requirements have been met:

- **Queensland Certificate of Education (QCE)** which confirms a significant amount of learning at a set standard and which meets literacy and numeracy requirements. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. Eligible qualifications obtained following secondary school will continue to be recorded in the student's Learning Account. QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning Accounts are closed after nine years. Students can download them from their learning account in the Student Portal on the **myQCE** website.
- **Queensland Certificate of Individual Achievement (QCIA)** recognises the achievements of students who are on highly individualised learning programs. Students receiving a QCIA have the option of continuing to work towards a QCE post-secondary schooling.
- The **Queensland ATAR Result Notice** will be issued by the Queensland Tertiary Admissions Centre (QTAC) in December each year. Students will be able to access their ATAR online.

**Vocational Education and Training (VET) Certificate(s) or Statements of Attainment**, which certify full or part completion of a qualification, will be issued to students by external Registered Training Organisations according to their timelines. Where Holy Spirit College is the Registered Training Organisation for the certificate course studied, Certificates or Statements of Attainment will be forwarded to the student's home address by the College following the completion of Senior schooling.

## Guidelines for Selecting Subjects

- What do I want to be?
- Which courses do I think I might want to study?
- Which are my best subjects?
- Which subjects do I like?
- Which subjects are prerequisites?
- What careers are expected to show growth in opportunities for employment over time?

## Assisting my Student

Please encourage your student to:

### **MAINTAIN a Subject Study Book**

Students should maintain a Study Book for each subject where they keep all their notes, examples, feedback from teachers and summaries. The process of learning to keep important notes and saving feedback to improve future work is important in preparing for future assessment.

### **LEARN Cognitive Verbs – the New Language of Assessment**

All assessment questions will be asked using these verbs or with these verbs assumed. Students need to know their meaning and be able to use them accurately. (Cognitive Verbs descriptors can be found in the Student Diary.)

### **REVISE**

Students will need to retain their learning, as the 'learn, assess and forget' process of the previous senior system will not serve students well when they need to remember their learning for External Assessments, especially in Mathematics and Science subjects.

### **DECODE the Question**

Practising reading questions and deciding what is being asked without seeking help.

### **DEMAND Writing**

Being able to collect ideas, put them in a logical order, choose appropriate vocabulary and write about an unfamiliar topic.

# General Information

## PROOFREAD

Finding errors in their written and mathematical work.

## USE Test-Wise Strategies

Practise strategies discussed at school to focus, manage time and perform at their best.

## DRAW Links between Knowledge and Unfamiliar Content

Thinking about how new knowledge links up with information or ideas they already know to improve memory and deep understanding.

## Subject Changes

Many students are not certain of their career path after school at the time of subject selection so the best approach is to ensure that a number of career options are kept open when choosing subjects.

The new QCE System is designed so students can acquire prerequisite knowledge and skills, and practice the styles of assessment required in Year 12 (Units 3 and 4) during Year 11 (Units 1 and 2). Requests for late subject changes in Units 1 and 2 will have an impact on a student's capacity to achieve well in the summative assessments in Units 3 and 4. These assessments are used in the calculation of the final result for each subject and ultimately in the calculation of an ATAR for eligible subjects and students. All 4 summative assessments need to be completed in Units 3 and 4 to obtain a result in a General or Applied subject (unless an approved QCAA access arrangement or reasonable adjustment is in place).

**It is strongly recommended that students consider any subject changes early in Year 11.** The timing of subject changes will be dependent on the assessment program of individual subjects. Students changing subjects will be supported to commence a new subject but will be expected to commit to completing any additional work required. Please discuss all requests for subject changes with the Learning Pathways & Careers Program Leader so that the best possible outcome may be achieved for each student.

## Subject Allocations

The subjects offered in any particular year depend upon the interests of students. The subject lines are built from student subject selections submitted each year, to provide the best possible fit for the subject combinations requested. There will be threshold numbers for various subjects in order for them to be viable. If only a small number of students indicate they wish to enrol in a subject, it may be possible for students to consider a related subject in the Senior Curriculum. Alternatively, they may enrol in the subject through a School of Distance Education. Holy Spirit College seeks to offer flexible learning programs wherever possible to meet the needs of students. Flexible learning programs should be discussed with the Learning Pathways & Careers Program Leader.

## Supporting Students Needing Special Consideration

The new QCAA policy for **access arrangements and reasonable adjustments (AARA)** for students with a disability and/or medical conditions ensures opportunities exist to demonstrate their learning on the same basis as other students as they undertake General and Applied syllabuses. It also provides guidelines for responding to situations of Illness or Misadventure.

'The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disabilities and/or medical conditions that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students, and do not cover circumstances arising from the student's parents/carers choice.'

Where students experience Illness or Misadventure the policy advises the following guidelines apply:

- A student who has been approved for access arrangements and reasonable adjustments (AARA) is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday."

# General Information

## Number of Subjects Studied

Students will be required to select a total of six (6) subjects, including two compulsory subjects – one from English offerings and one from Religious Education offerings.

## Compulsory Areas of Study

### English

The Queensland Tertiary Admissions Centre (QTAC) requires students to achieve a satisfactory result at C standard in either English or Essential English to obtain an ATAR in Queensland. The English result does not need to be counted in the best 5 subjects for ATAR calculation. In addition, a perusal of the Selection Criteria for Tertiary Courses through QTAC will show that English is the dominant pre-requisite subject.

The Diocese of Rockhampton has also made it mandatory for one of the senior English courses to be studied by all students in the Senior years. The Dean of Senior English will be able to advise students on the most appropriate strand of English to undertake, either English or Essential English, based on their Junior results and career objectives

### Religious Education

Holy Spirit College has carefully structured Religious Education offerings for Senior students to serve their spiritual development and academic pathways as effectively as possible. Religious Education is grounded in our Catholic tradition while seeking to explore broader perspectives of faith through world religions on a global level with a view to understanding the natural world and our humanity.

Two Religious Education subjects are offered to students. Students should **choose** the Religious Education subject which **best meets their career and study goals**.

While both subjects meet the requirements for quality provision of Religious Education, as determined by Rockhampton Diocesan Catholic Education Office, each subject has aspects which students should consider in making a choice to further enhance their goals. Further details on these subjects can be found in the subject sections of this Handbook.

### Study of Religion (SOR)

Study of Religion is a **General subject for ATAR calculation** tailored to academic students seeking a high-level ATAR as it makes the **strongest** ATAR contribution of all Religious Education options.

- SOR engages students with the five major world religions from an objective academic perspective
- Learning is specifically structured and designed to develop students' ability to research, respond in short and extended written formats, and develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument including critical thinking skills, analysis, reasoning, and evaluation.
- Communication skills developed support further study in a wide range of fields.

### Religion and Ethics

Religion and Ethics is an **Applied Subject**. It can be used to contribute to a student's ATAR, however the contribution is less than the general subject of SOR. It is tailored to students on a mid-low ATAR or Vocational Pathway.

- One applied subject can be used to contribute to a student's ATAR and it can contribute 4 credits to a QCE (based on the completion of the 4 units in years 11 and 12).
- A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles. Eg anthropology, education, journalism, politics, religious studies, sociology and social work.
- Students will investigate a range of topics and complete 2 assessment pieces per unit



# General Information

## Certificate III in Christian Ministry & Theology - *Compass*

This course is best suited to students who are completing a vocational pathway and not seeking an ATAR.

- Compass has been developed by the Institute of Faith Education (IFE) and is offered by HSC to provide students the opportunity to reflect on their own beliefs and ethics and to learn more about Catholic spirituality, beliefs and ethics.
- Compass can make a limited contribution to an ATAR as a 5th subject and is also a stand-alone qualification for university entrance at particular universities for specific courses.

This certificate course is offered by the Institute of Faith Education (IFE) in collaboration with HSC and contribute towards a QCE.



# General Subjects

## Structure

The syllabus structure consists of a course overview and assessment. These subjects are based on syllabuses that have been developed and issued by the Queensland Curriculum and Assessment Authority (QCAA). The results are used in the calculation of a student's ATAR.

### 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. Assessments in Units 3 and 4 are summative and student results contribute to the award of a QCE and to ATAR calculations. The results from each of the summative assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## 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 report satisfactory completion of Units 1 and 2 to the QCAA. Satisfactory completion of each Unit will earn one credit towards the total of 20 credits required to be awarded a QCE.

### 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 written by each school are checked and approved by QCAA in a process called Endorsement before they are used with students.

Once students have completed these assessments, QCAA requests a sample of students' work and checks each school's marking in a process called Confirmation. These confirmed results from the three internal assessments are combined with the result for the end of Year 12 final external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a student's overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

### Instrument-Specific Marking Guides

For each of the three internal summative assessments in every General subject, the QCAA has developed marking guides known as instrument-specific marking guides (ISMGs). Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of teaching and learning, the College will discuss ISMGs with students to help them understand the requirements of an assessment task and how the assessment will be marked.

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. ISMGs can be found in the syllabus document for each subject on the QCAA website: [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects).

# General Subjects

## 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 each subject's page in this Handbook) to the student's overall subject result and is not privileged over summative internal assessment. The result on the external assessment does not scale or change the results from the three internal assessments.

## General Subjects offered are:

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Dance
- Design
- Digital Solutions
- Drama
- English
- Film, Television & New Media
- Food and Nutrition
- Japanese
- Legal Studies
- Mathematics
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- Modern History
- Music
- Physical Education
- Physics
- Psychology
- Study of Religion
- Visual Art



# Applied Subjects

Applied Subjects are suited to students who are primarily interested in pathways beyond senior secondary that lead to vocational education and training or work. Holy Spirit College offers the following Applied Subjects:

## Applied Subjects

- Aquatic Practices
- Essential English
- Essential Mathematics
- Industrial Graphics Skills
- Religion & Ethics
- Sport & Recreation

## Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their learning of 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. Results from an Applied subject may also be used as the 5th subject in an ATAR calculation where the student is studying 4 or more General subjects.

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

## Assessment

Schools develop assessments for Units 1 and 2 which 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 have an external assessment.

Applied subjects are divided into two categories based on assessment style – Applied and Applied (Essentials). Applied (Essential) subjects are Essential Mathematics and Essential English which have a different assessment structure to other Applied subjects.

## Assessment – Applied Subjects

Applied syllabuses, other than Essential English and Mathematics, use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

For each assessment instruments, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimensions 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.

## Assessment – Applied (Essentials)

Essential English and Essential Mathematics differ from other Applied subjects in assessment style, as one of the four assessments developed internally by the school in Units 3 and 4 in other Applied subjects is replaced by a Common Internal Assessment (CIA). Instrument-specific standards matrices are provided in the syllabus for students to be aware of how judgements will be made in determining results.

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 by the school within a time period set by QCAA during Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not weighted more than or affects the results of 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.

# VET Certificate Courses

Holy Spirit College offers a wide range of subjects which prepares students for entry into the workforce following the completion of Senior schooling. These subjects include QCAA Applied Subjects and nationally recognised VET (Vocational Education and Training) Certificates.

These subjects are not used in the calculation of an ATAR except where one Applied subject result or one completed VET Certificate III or above can be used as a 5th ATAR subject if the student is already studying 4 or more General subjects. Participating universities may also offer entrance to selected tertiary courses based on the completion of a VET Certificate III or higher which is an alternative entrance pathway to university study. The Learning Pathways & Careers Program Leader at HSC will be able to provide assistance to students who may wish to choose to include one of these subjects in an ATAR program of study to broaden their employability skills. Results in these subjects and successful completion of VET Certificates are recorded on the Senior Statement at the completion of Year 12.

Holy Spirit College offers the following VET Certificates.

| VET Certificates |   |
|------------------|---|
| • AVI30419       | Certificate III in Aviation (Remote Pilot)            |
| • CBSB30120      | Certificate III in Business                           |
| • 10741NAT       | Certificate III in Christian Ministry and Theology    |
| • CPC10120       | Certificate I in Construction                         |
| • CHC30120       | Certificate III in Early Childhood Education and Care |
| • MEM20422       | Certificate II in Engineering Pathways                |
| • SIS30315       | Certificate III in Fitness                            |
| • HLT33115       | Certificate III in Health Services Assistance         |
| • SIT20316       | Certificate II in Hospitality                         |

Structured Work Placement, during school time, is an important component of preparation for the workforce ensuring that learning outcomes relate more directly to actual competencies required in employment. Some Certificate courses will have Mandatory Vocational Placement.

While studying for their Queensland Certificate of Education and Senior Statement, students may undertake a School Based Apprenticeship or Traineeship. Students participate in normal school activities and usually attend work one day per week.

School Based Apprenticeships may enable a student to complete the equivalent of the 'first year' of their Apprenticeship and may convert to a full time Apprenticeship if offered by the employer.

Holy Spirit College supports students with other flexible learning opportunities in non-class scheduled Certificate courses. Enquiries can be made through the Learning Pathways and Careers Program Leader.

Certificate courses are subject to periodic review, on a national basis, to ensure they meet the current needs for training in their employment sector. Schools are advised of changes when they occur and adjust their course structure in accordance with national requirements. Information in this Senior Handbook is current at time of publication. Families will be advised of any changes to certificates or competencies offered should they occur during the delivery of the certificate.

Note: The **Australian Skills Quality Authority (ASQA)** requires that students and parents are made aware of the following statement:

"The College must have certain teachers and equipment to run VET courses. If the College loses access to these resources, the College will attempt to provide students with alternative opportunities to complete the course and the related qualification. The College retains the right to cancel a course if it is unable to meet requirements."

# Recommended Year 10 Levels of Achievement

The table below is provided for the assistance of students who wish to consider university entrance as an option for the future. The table lists the General Subjects in Senior which contribute directly to the calculation of an Australian Tertiary Admission Rank (ATAR) and the offer of a university place as well as the recommended results in Year 10 for success in these Senior subjects. Please check with the Learning Pathways & Careers Program Leader, through the College Office, or Curriculum Deans for further information.

| Year 11 Senior Subject       |                        | Minimum Recommended Year 10 Overall Achievement   |
|------------------------------|------------------------|---|
| Accounting                   |                        | English C, Core Mathematics C, Introduction to Senior Accounting C  |
| Ancient History              |                        | English C   |
| Biology                      |                        | English C, Science C, Core Mathematics C or Introduction to Senior Biology C                                |
| Business                     |                        | English C, Core Mathematics C, Introduction to Senior Business C  |
| Chemistry                    |                        | Science C or Introduction to Senior Chemistry C, Extension or Accelerated Mathematics C                     |
| Dance                        |                        | English C, Introduction to Senior Dance C   |
| Design                       |                        | English C, Graphics C and/or Introduction to Senior Design C  |
| Digital Solutions            |                        | English C, Extension Mathematics C or Core Mathematics B, Introduction to Senior Digital Solutions C        |
| Drama                        |                        | English C, Introduction to Senior Drama C   |
| English                      |                        | English C   |
| Film, Television & New Media |                        | English C, Core Mathematics C, Introduction to Senior Film, Television and New Media C                      |
| Food and Nutrition           |                        | English C   |
| Japanese                     |                        | Introduction to Senior Japanese C   |
| Legal Studies                |                        | English C   |
| Mathematics*                 | General Mathematics    | Core Mathematics C  |
|                              | Mathematical Methods   | Extension Mathematics B or Accelerated Mathematics C  |
|                              | Specialist Mathematics | Extension Mathematics B or Accelerated Mathematics C  |
| Modern History               |                        | English C   |
| Music                        |                        | English C, Introduction to Senior Music C or Music Qualification of similar standing                        |
| Physical Education           |                        | English C, Introduction to Senior Physical Education C, and a good Physical Education participation record. |
| Physics                      |                        | Science C or Introduction to Physics C, Extension or Accelerated Mathematics C                              |
| Psychology                   |                        | English C, Core Mathematics C, Science C or Introduction to Senior Psychology C                             |
| Study of Religion            |                        | English C   |
| Visual Art                   |                        | English C   |

\* General Mathematics (previously Mathematics A), Mathematical Methods (previously Mathematics B), and Specialist Mathematics (previously Mathematics C).

# SUBJECT DESCRIPTION

## General Subjects

# Accounting

## General Subject

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

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1  | Unit 2   | Unit 3  | Unit 4   |
|---|--|---|--|
| <b>Real world accounting</b> <ul style="list-style-type: none"><li>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li><li>• End-of-month reporting for a service business</li></ul> | <b>Management effectiveness</b> <ul style="list-style-type: none"><li>• Accounting for a trading GST business</li><li>• End-of-year reporting for a trading GST business</li></ul> | <b>Monitoring a business</b> <ul style="list-style-type: none"><li>• Managing resources for a trading GST business — non-current assets</li><li>• Fully classified financial statement reporting for a trading GST business</li></ul> | <b>Accounting — the big picture</b> <ul style="list-style-type: none"><li>• Cash management</li><li>• Complete accounting process for a trading GST business</li><li>• Performance analysis of a listed public company</li></ul> |

### Assessment

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

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

#### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — cash management</li></ul> | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short response</li></ul> | 25% |

# Ancient History

## General Subject

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

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

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

**Structure – Students complete two topics from each unit over a 2-year period of study.**

### Pathways

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

### Objectives

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

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

| Unit 1  | Unit 2   | Unit 3   | Unit 4  |
|---|--|--|---|
| <b>Investigating the ancient world</b><br>Digging up the past<br>Ancient societies<br>– Slavery<br>Ancient societies<br>– Art and architecture<br>Ancient societies<br>– Weapons and warfare<br>Ancient societies<br>– Technology and engineering<br>Ancient societies<br>– The family<br>Ancient societies<br>– Beliefs, rituals and funerary practices. | <b>Personalities in their time</b><br>Hatshepsut<br>Akhenaten<br>Xerxes<br>Perikles<br>Alexander the Great<br>Hannibal Barca<br>Cleopatra<br>Agrippina the Younger<br>Nero<br>Boudica<br>Cao Cao<br>Saladin<br>– [An-Nasir Salah ad-Din Yusuf ibn Ayyub]<br>Richard the Lionheart<br>Alternative choice of personality | <b>Reconstructing the ancient world</b><br>Thebes<br>– East and West,<br>18 <sup>th</sup> Dynasty Egypt<br>The Bronze Age Aegean<br>Assyria from Tiglath<br>Pileser III to the fall of the Empire<br>Fifth Century Athens (BCE)<br>Philip II and Alexander III of Macedon<br>Early Imperial Rome<br>Pompeii and Herculaneum<br>Later Han Dynasty and the Three Kingdoms<br>The 'Fall' of the Western Roman Empire<br>The Medieval Crusades | <b>People, power and authority</b><br>Schools choose one study of power from:<br>Ancient Egypt<br>– New Kingdom<br>Imperialism<br>Ancient Greece<br>– the Persian Wars<br>Ancient Greece<br>– the Peloponnesian War<br>Ancient Rome<br>– the Punic Wars<br>Ancient Rome<br>– Civil War and the breakdown of the Republic<br><br>QCAA will nominate one topic that will be the basis for an external examination from:<br>Thutmose III<br>Rameses II<br>Themistokles<br>Alkibiades<br>Scipio Africanus<br>Caesar<br>Augustus |



# Ancient History (continued)

## General Subject

### Assessment

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

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

### Summative assessments

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



# Biology

## General Subject

Biology provides opportunities for students to engage with living systems.

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1   | Unit 2   | Unit 3   | Unit 4  |
|--|--|--|---|
| <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.

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):<br>• Data test          | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% |  |     |
| Summative external assessment (EA): 50%<br>• Examination       |     |  |     |

# Business

## General Subject

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

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

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

### Pathways

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

### Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

### Structure

| Unit 1   | 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

Formative assessment in Units 1 and 2 are designed to suit local context. This assessment will replicate Summative exams and assignments.

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

# Chemistry

## General Subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4  |
|---|---|---|---|
| <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.

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>       |     |   |     |

# Dance

## General Subject

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

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

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

### Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <b>Moving bodies</b><br>How does dance communicate meaning for different purposes and in different contexts?<br>Genres: <ul style="list-style-type: none"> <li>contemporary</li> <li>at least one other genre</li> </ul> Subject matter: <ul style="list-style-type: none"> <li>meaning, purpose and context</li> <li>historical and cultural origins of focus genres</li> </ul> | <b>Moving through environments</b><br>How does the integration of the environment shape dance to communicate meaning?<br>Genres: <ul style="list-style-type: none"> <li>contemporary</li> <li>at least one other genre</li> </ul> Subject matter: <ul style="list-style-type: none"> <li>physical dance environments including site-specific dance</li> <li>virtual dance environments</li> </ul> | <b>Moving statements</b><br>How is dance used to communicate viewpoints?<br>Genres: <ul style="list-style-type: none"> <li>contemporary</li> <li>at least one other genre</li> </ul> Subject matter: <ul style="list-style-type: none"> <li>social, political and cultural influences on dance</li> </ul> | <b>Moving my way</b><br>How does dance communicate meaning for me?<br>Genres: <ul style="list-style-type: none"> <li>fusion of movement styles</li> </ul> Subject matter: <ul style="list-style-type: none"> <li>developing a personal movement style</li> <li>personal viewpoints and influences on genre</li> </ul> |

### Pathways

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

### Objectives

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

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

# Dance (continued)

## General Subject

### Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Performance</li></ul>  | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project – dance work</li></ul> | 35% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Choreography</li></ul> | 20% |   |     |
| Summative external assessment (EA): 25%<br>Examination — extended response                            |     |   |     |

# Design

## General Subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1   | 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.

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% |

# Digital Solutions

## General Subject

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

### Pathways

In this Information Age, digital disruption is occurring across multiple industries from mining and engineering to health and agriculture. A course of study in Digital Solutions is a basis for further education and employment in these exciting new digitally-based careers. Computing, Data or Information-based Undergraduate Degrees are available with most faculties at universities including law, business, art, design, science and engineering. Students are encouraged to search and apply for one of the many scholarships and bursaries available for prospective students for one of these degrees.

### Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4   |
|---|---|---|--|
| <b>Creating with code</b> <ul style="list-style-type: none"><li>• Understanding digital problems</li><li>• User experiences and interfaces</li><li>• Algorithms and programming techniques</li><li>• Programmed solutions</li></ul> | <b>Application and data solutions</b> <ul style="list-style-type: none"><li>• Data-driven problems and solution requirements</li><li>• Data and programming techniques</li><li>• Prototype data solutions</li></ul> | <b>Digital innovation</b> <ul style="list-style-type: none"><li>• Interactions between users, data and digital systems</li><li>• Real-world problems and solution requirements</li><li>• Innovative digital solutions</li></ul> | <b>Digital impacts</b> <ul style="list-style-type: none"><li>• Digital methods for exchanging data</li><li>• Complex digital data exchange problems and solution requirements</li><li>• Prototype digital data exchanges</li></ul> |

### Assessment

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

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

#### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Investigation — technical proposal</li></ul> | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul> | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project — digital solution</li></ul>         | 30% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>        | 25% |



# Drama

## General Subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1   | Unit 2   | Unit 3   | Unit 4   |
|--|--|--|--|
| <b>Share</b><br>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><br>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><br>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><br>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.

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):  |     | Summative internal assessment 3 (IA3): |     |
| • Performance                           | 20% | • Project — practice-led project       | 35% |
| Summative internal assessment 2 (IA2):  |     |  |     |
| • Project — dramatic concept            | 20% |  |     |
| Summative external assessment (EA): 25% |     | Examination — extended response        |     |

# English

## General Subject

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

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

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

### Pathways

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

### Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4  |
|--|--|---|---|
| <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> | <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> | <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> | <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> |

### 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.

# English (continued)

## General Subject

### Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>Extended response — written response for a public audience</li></ul> | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Extended response — 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% |



# Film, Television & New Media

## General Subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

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

### Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including:

- **film and television**, e.g. film maker, camera operator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, Foley editor, producer

- **advertising**, e.g. art director, brand specialist, content marketer, photographer, graphic artist
- **arts administration and management**, e.g. project manager, events and festivals manager
- **communication**, e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer, multimedia designer, digital content producer
- **creative industries**, e.g. animator, photographer, screenwriter, game developer
- **design**, e.g. graphic designer, stage designer, set designer
- **education**, e.g. specialist classroom teacher, lecturer, private teacher
- **public relations**, e.g. campaign manager, publicist, creative director.

### Objectives

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

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

### Structure

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

# Film, Television & New Media (continued)

## General Subject

### Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Case study investigation</li></ul> | 15% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Stylistic project</li></ul> | 35% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Multi-platform project</li></ul>   | 25% |  |     |
| Summative external assessment (EA): 25%<br>Examination — extended response  |     |  |     |

# Food & Nutrition

## General Subject

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

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

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

### Pathways

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

### Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4  |
|---|---|--|---|
| <b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"><li>• Introduction to the food system</li><li>• Vitamins and minerals</li><li>• Protein</li><li>• Developing food solutions</li></ul> | <b>Food drivers and emerging trends</b> <ul style="list-style-type: none"><li>• Consumer food drivers</li><li>• Sensory profiling</li><li>• Labelling and food safety</li><li>• Food formulation for consumer markets</li></ul> | <b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"><li>• The food system</li><li>• Carbohydrate</li><li>• Fat</li><li>• Developing food solutions</li></ul> | <b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"><li>• Formulation and reformulation for nutrition consumer markets</li><li>• Food development process</li></ul> |

### Assessment

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

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

#### Summative assessments

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination</li></ul>     | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul> | 30% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project — folio</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>        | 25% |

# Japanese

## General Subject

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

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

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

### Pathways

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

### Structure

| Unit 1 – Year 11  | Unit 2 – Year 11  | Unit 3 – Year 12  | Unit 4 – Year 12  |
|---|---|---|---|
| <b>私の暮らし</b><br><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><br><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><br><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><br><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> |

### Assessments

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

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

| Year 11 Units 1 and 2/Year 12 Units 3 and 4                                      |     |  |     |
|--|-----|--|-----|
| Internal assessment 1 (Y11 FIA1/Y12 IA1)<br>• Examination — short response       | 15% | Internal assessment 3 (Y11 FIA3/Y12 IA3)<br>• Extended response  | 30% |
| Internal assessment 2 (Y11 FIA2/Y12 IA2)<br>• Examination — combination response | 30% | Y11 Formative examination (FIA4)<br>Y12 Summative external assessment (EA)<br>• Examination — combination response | 25% |

# Legal Studies

## General Subject

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

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

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

### 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.

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

### 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.



# General Mathematics

## General Subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4   |
|---|---|--|--|
| <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 formative assessments for Units 1 and 2.

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

# Mathematical Methods

## General Subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <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 and series 2</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> |

# Mathematical Methods (continued)

## General Subject

### Assessment

Schools devise formative assessments for Units 1 and 2.

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

# Specialist Mathematics

## General Subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

| Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|--|--|---|--|
| <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 formative assessments for Units 1 and 2.

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

| 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> | 20% | Summative internal assessment 3 (IA3):<br>Examination | 15% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>                        | 15% |   |     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>                       |     |   |     |

# Modern History

## General Subject

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

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

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

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

## Pathways

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

## Objectives

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

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

**Structure – Students complete two topics from each unit over a 2-year period of study.**

| Unit 1  | Unit 2   | Unit 3   | Unit 4  |
|---|--|--|---|
| <b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• Australian Frontier Wars</li><li>• Age of Enlightenment</li><li>• Industrial Revolution</li><li>• American Revolution</li><li>• French Revolution</li><li>• Age of Imperialism</li><li>• Meiji Restoration</li><li>• Boxer Rebellion</li><li>• Russian Revolution</li><li>• Xinhai Revolution</li><li>• Iranian Revolution</li><li>• Arab Spring</li></ul> | <b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Australian Indigenous rights movement since 1967</li><li>• Independence movement in India, 1857–1947</li><li>• Workers' movement since the 1860s</li><li>• Women's movement since 1893</li><li>• May Fourth Movement in China, 1919</li><li>• Independence movement in Algeria, 1945–1962</li><li>• Independence movement in Vietnam 1945–1975</li><li>• Anti-apartheid movement in South Africa 1948–1991</li><li>• African-American civil rights movement 1954–1968</li><li>• Environmental movement since the 1960's</li><li>• LGBTIQ civil rights movement since 1969</li><li>• Pro-democracy movement in Myanmar (Burma) since 1988</li><li>• Alternative topic for Unit 2</li></ul> | <b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australia, 1914–1949</li><li>• England, 1707–1837</li><li>• France, 1799–1815</li><li>• New Zealand, 1841–1934</li><li>• Germany, 1914–1945</li><li>• United States of America, 1917–1945</li><li>• Soviet Union, 1920s–1945</li><li>• Japan, 1931–1967</li><li>• China, 1931–1976</li><li>• Indonesia, 1942–1975</li><li>• India, 1947–1974</li><li>• Israel, 1948–1993</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>• Search for collective peace and security since 1815</li><li>• Trade and commerce between nations since 1833</li><li>• Mass migrations since 1848</li><li>• Information Age since 1936</li><li>• Genocides and ethnic cleansings since 1941</li><li>• Nuclear Age since 1945</li><li>• Cold War, 1945–1991</li><li>• Struggle for peace in the Middle East since 1948</li><li>• Cultural globalisation since 1956</li><li>• Space exploration since 1957</li><li>• Rights and recognition of First Peoples since 1982</li><li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li></ul> |

# Modern History (continued)

## General Subject

### Assessment

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

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

### Summative assessments

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



# Music

## General Subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4  |
|---|---|--|---|
| <b>Designs</b><br>Through inquiry learning, the following is explored: <ul style="list-style-type: none"> <li>• How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</li> </ul> | <b>Identities</b><br>Through inquiry learning, the following is explored: <ul style="list-style-type: none"> <li>• 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?</li> </ul> | <b>Innovations</b><br>Through inquiry learning, the following is explored: <ul style="list-style-type: none"> <li>• How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</li> </ul> | <b>Narratives</b><br>Through inquiry learning, the following is explored: <ul style="list-style-type: none"> <li>• How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</li> </ul> |

### Assessment

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

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

#### Summative assessments

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

# Physical Education

## General Subject

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

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and

performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4   |
|---|---|---|--|
| <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.

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):<br>• Project — folio        | 25% | Summative internal assessment 3 (IA3):<br>• Project — folio                 | 30% |
| Summative internal assessment 2 (IA2):<br>• Investigation — report | 20% | Summative external assessment (EA):<br>• Examination — combination response | 25% |



# Physics

## General Subject

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

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

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

understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1  | 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.

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):<br>• Data test          | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% |  |     |
| Summative external assessment (EA): 50%<br>• Examination       |     |  |     |

# Psychology

## General Subject

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

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

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

### Pathways

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

### Objectives

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

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

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>       |     |   |     |

# Study of Religion

## General Subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|--|--|---|--|
| <b>Sacred texts and religious writings</b> <ul style="list-style-type: none"><li>• Sacred texts</li><li>• Abrahamic traditions</li></ul> | <b>Religion and ritual</b> <ul style="list-style-type: none"><li>• Lifecycle rituals</li><li>• Calendrical rituals</li></ul> | <b>Religious ethics</b> <ul style="list-style-type: none"><li>• Social ethics</li><li>• Ethical relationships</li></ul> | <b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"><li>• Religion and the nation-state</li><li>• Religion and human rights</li></ul> |

### Assessment

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

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

#### Summative assessments

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>  | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul> | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>        | 25% |

# Visual Art

## General Subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <b>Art as lens</b><br>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><br>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><br>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><br>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> |

# Visual Art (continued)

## General Subject

### Assessment

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

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

#### Summative assessments

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>Investigation — inquiry phase 1</li></ul> | 15% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Project — inquiry phase 3</li></ul> | 35% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>Project — inquiry phase 2</li></ul>       | 25% |  |     |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>Examination</li></ul>                    |     |  |     |



# SUBJECT DESCRIPTION

Applied  
Subjects



# Aquatic Practices

## Applied Subject

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities. Projects and investigations are key features of Aquatic Practices.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

### Structure

Whilst studying Aquatic Practices, students complete 4 units from the QCAA prescribed units listed over a 2 year period of study.

| QCAA Units of Study                 |                           |
|-------------------------------------|---------------------------|
| Aquatic Ecosystems                  | Coastlines and Navigation |
| Recreational and Commercial Fishing | Aquariums and Aquaculture |
| Using the Aquatic Environment       | Marine Vessels            |

### Objectives

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

- Describe ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information
- Evaluate procedures conclusions and outcomes
- Plan investigations and projects

### Pathways

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

# Aquatic Practices (continued)

## Applied Subject

### Assessment

Students complete 2 pieces of assessment per unit of study. Each unit will include:

- One (1) Applied Investigation
- One (1) Practical Project

| Applied Investigation   | Practical Project   |
|---|---|
| <p>Response Requirements</p> <p>One of the following:</p> <ol style="list-style-type: none"><li>1. Multimodal<ul style="list-style-type: none"><li>• Up to 7 minutes</li><li>• 10 A4 pages</li><li>• Equivalent digital media</li></ul></li><li>2. Written – up to 1000 words</li></ol> | <p>Two components:</p> <ol style="list-style-type: none"><li>1. Completed Project (one of the following)<ul style="list-style-type: none"><li>• Product (1)</li><li>• Performance up to 4 minutes</li></ul></li><li>2. Documented Process (Multimodal)<ul style="list-style-type: none"><li>• Up to 5 minutes</li><li>• 8 A4 pages</li><li>• Equivalent digital media</li></ul></li></ol> |





# Essential English

## Applied Subject

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

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

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

### Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and

intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### Objectives

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

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

### Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <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.

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)</li></ul>           | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Extended response — Written response</li></ul>      |

# Essential Mathematics

## Applied Subject

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

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

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

### Pathways

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

### 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 formative assessments for Units 1 and 2.

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>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>                          |

### 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.

# Industrial Graphics Skills

## Applied Subject

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

### Structure

Whilst studying Industrial Graphics Skills, students complete 4 units from the QCAA prescribed units listed over a 2 year period of study.

| QCAA Units of Study                 |                              |
|-------------------------------------|------------------------------|
| Drafting for a Residential Building | Computer-aided Manufacturing |
| Computer-aided Drafting             | Construction Industry        |
| Engineering Industry                | Furnishing Industry          |

### Assessment

Students complete 2 pieces of assessment per unit of study. Each unit will include:

- One (1) Practical Demonstration
- One (1) Project

| Practical Demonstration   | Project  |
|---|--|
| <p>2 Components:</p> <ol style="list-style-type: none"><li>1. Practical Demonstration – drawing skills and procedure</li><li>2. Documentation – multi-modal<ul style="list-style-type: none"><li>• Drawings on up to 3 A3 Pages</li><li>• Written notes or spoken notes (up to 3 minutes)</li><li>• Or equivalent digital media</li></ul></li></ol> | <p>2 Components:</p> <ol style="list-style-type: none"><li>1. Product</li><li>2. Multimodal – at least 2 modes<ul style="list-style-type: none"><li>• Drawings on up to 4 A3 Pages</li><li>• Written notes or spoken notes (up to 5 minutes)</li><li>• Or equivalent digital media</li></ul></li></ol> |

### Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and

experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

### Objectives

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

- Demonstrate practices, skills and procedures.
- Interpret client briefs and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and products.

# Religion and Ethics

## Applied Subject

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

### Pathways

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

### Structure

The Religion and Ethics syllabus is a four-unit program with units selected from the following:

| Core Topics  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Australian identity</li><li>• Social justice</li></ul> | <ul style="list-style-type: none"><li>• Meaning, purpose and expression</li><li>• World religions and spiritualities</li></ul> | <ul style="list-style-type: none"><li>• Peace</li><li>• Sacred Stories</li></ul> |

### Assessment

Assessment applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise. Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Teachers make A-E judgments on student responses for each assessment instrument using the relevant instruments-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Student will complete assessment in the following styles:

| Instrument                | Presentation | Written                                   |
|---------------------------|--------------|---|
| Investigations Individual | 7 minutes    | 1000 words                                |
| Projects                  | 4-5 minutes  | 800 words Product and 500 word evaluation |
| Extended Response         | 7 minutes    | 1000 words                                |

### Objectives

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

- Explain religious, spiritual and ethical principles and practices. Students explain principles and practices that inform religious, spiritual and ethical views and use relevant terminology.
- Examine religious, spiritual and ethical information. Students select and use information to identify principles and practices in religious, spiritual and ethical scenarios. Students draw meaning from the principles and practices identified.
- Apply religious, spiritual and ethical knowledge. Students apply their knowledge to determine options. They consider each option to form positions related to religious, spiritual and ethical scenarios.
- Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

# Sport & Recreation

## Applied Subject

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

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

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

### Pathways

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

### Objectives

By the conclusion of the course of study, students should have the ability to:

- investigate activities and strategies to enhance outcomes — for example, participating in a strength and conditioning session applying new learning to optimise performance in a specialised event; or observing, carrying out and documenting procedures involved in belaying and backup belaying in an indoor sport-climbing session; or interviewing a leader to acquire and record the essential components of event management to promote enhanced community participation and a safe, supportive environment
- plan activities and strategies to enhance outcomes — for example, planning how to teach a group of people the key aspects of a game; or planning an appropriate route for an overnight expedition while camping; or planning an awareness campaign to enhance participation in a social volleyball competition; or planning a football coaching session to develop a specific component of fitness
- perform activities and strategies to enhance outcomes — for example, conducting an Olympics #HaveAGo event in the local community; or performing a range of movement sequences and strategies in response to movement challenges in a game; or carrying out a risk assessment as a component of expedition planning to maintain a safe environment
- evaluate activities and strategies to enhance outcomes — for example, considering how their performance when umpiring a netball match could be enhanced; judging the outcomes, implications and/or limitations of a coaching session to propose enhanced outcomes; or making decisions to review their performance on a mountain biking trail that challenges their skills; or assessing their own outcomes, implications and/or limitations of their individual performance in touch football.

### Structure

Whilst studying Sport and Recreation, students complete 4 units from the QCAA prescribed units listed over a 2 year period of study.

| QCAA Units of Study                                 |  |
|---|--|
| Aquatic Recreation                                  | Athlete Development and Wellbeing                |
| Challenge in the Outdoors                           | Coaching and Officiating                         |
| Community Recreation                                | Emerging Trends in Sport, Fitness and Recreation |
| Event Management                                    | Fitness for Sport and Recreation                 |
| Marketing and Communication in Sport and Recreation | Optimising Performance                           |
| Outdoor Leadership                                  | Sustainable Outdoor Recreation                   |

# Sport & Recreation (continued)

## Applied Subject

### Assessment

Students complete 2 pieces of assessment per unit of study. Each unit will include:

- One (1) Performance
- One (1) Project

| Performance  | Project   |
|--|---|
| <b>2 Components:</b> <ol style="list-style-type: none"><li>1. Performance – up to 4 minutes</li><li>2. Investigation, Plan and Evaluation – one of the following<ul style="list-style-type: none"><li>• Multimodal – up to 3 minutes, 6 A4 pages or equivalent digital media</li><li>• Spoken – up to 3 minutes or signed equivalent</li><li>• Written – up to 500 words</li></ul></li></ol> | <b>3 Components:</b> <ol style="list-style-type: none"><li>1. Investigation and Session Plan – one of the following<ul style="list-style-type: none"><li>• Multimodal – up to 3 minutes, 6 A4 pages or equivalent digital media</li><li>• Spoken – up to 3 minutes or signed equivalent</li><li>• Written – up to 500 words</li></ul></li><li>2. Performance – up to 4 minutes</li><li>3. Evaluation – one of the following<ul style="list-style-type: none"><li>• Multimodal – up to 3 minutes, 6 A4 pages or equivalent digital media</li><li>• Spoken – up to 3 minutes or signed equivalent</li><li>• Written – up to 500 words</li></ul></li></ol> |

# SUBJECT DESCRIPTION

## VET Certificate Courses



# Certificate III in Aviation (Remote Pilot)

## AVI30419 - VET Certificate Course

The outline below is for the benefit of students who enrolled during Semester 2, 2022 (Year 10) when the course commenced and is not available for new enrolments in 2023.



### Global Aims

BASAIR is one of Australia's leading aviation training organisations that specialises in running professional drone pilot courses for high school students. The **Certificate III in Aviation (Remote Pilot)** program is offered as a subject at Holy Spirit College commencing in Semester 2 of Year 10 and finishing in Semester 2 of Year 12. The course provides students with the qualifications they need to fly drones professionally, now and into the future. Throughout this course, students will gain all the skills and qualifications necessary to enter the workforce as a certified drone pilot.

The course has both theory and practical elements. As well as learning the practical aspects of flying, students learn about the differences in airspace, reading aeronautical charts, conducting risk assessments, planning for adverse circumstances and much more.

### Course Overview

#### AVI30419 Certificate III in Aviation (Remote Pilot)

The completion of the AVI30419 Certificate III in Aviation (Remote Pilot) course will contribute towards an ATAR and provide 6 points towards a GCE.

#### Qualification Outcomes:

- AVI30419 Certificate III in Aviation (Remote Pilot)
- Students will also have the opportunity to achieve the following CASA licenced outcomes:
  - Remote Pilot Licence (RePL)
  - Aeronautical Radio Operator Certificate (AROC)

Students who complete the course will gain a comprehensive understanding of the Unmanned Aerial Vehicle (UAV) industry and how it can be part of their career opportunities. With the support of a Holy Spirit College classroom teacher, professional trainers from BASAIR will instruct students using a combination of 'Zoom' lessons and face-to-face teaching. This professional training from BASAIR provides much more than just the minimum qualifications to fly drones. Developed by leaders in the industry, BASAIR's professional course has been designed to give students the skills needed to operate multi-rotor UAVs to the highest standards. BASAIR specialises in preparing students for the use of UAVs in an industry environment.

Professional training with BASAIR is approved by both the Civil Aviation Safety Authority (CASA) and the Australian Quality Framework. As a result, BASAIR supplies school graduates with a Certificate III in Aviation (Remote Pilot) as well as an Aeronautical Radio Operator Certificate (AROC) and a Remote Pilot Licence (RePL).

### Course Units















| Code     | Title   | Essential |
|----------|---|-----------|
| AVIF0021 | Manage human factors in remote pilot aircraft systems operations            | Core      |
| AVIH0006 | Navigate remote pilot aircraft systems                                      | Core      |
| AVIW0028 | Operate and manage remote aircraft systems                                  | Core      |
| AVIW0004 | Perform operational inspections on remote-operated systems                  | Core      |
| AVIY0052 | Control remote pilot aircraft systems on the ground                         | Core      |
| AVIY0023 | Launch, control and recover a remotely piloted aircraft                     | Core      |
| AVIY0053 | Manage remote pilot aircraft systems energy source requirements             | Core      |
| AVIY0031 | Apply the principles of air law to remote pilot aircraft system operations  | Core      |
| AVIZ0005 | Apply situational awareness in remote pilot aircraft systems operations     | Core      |
| AVIZ0003 | Operate aeronautical radio  | Elective  |
| AVIZ0004 | Maintain security awareness and vigilance in an aviation workplace          | Elective  |
| AVIY0027 | Operate multi-rotor remote pilot aircraft systems                           | Elective  |
| AVIW0008 | Conduct an aerial search using remote piloted aircraft                      | Elective  |
| AVIH0008 | Operate remote pilot aircraft systems extended visual line of sight (EVLIS) | Elective  |



# Certificate III in Aviation (Remote Pilot) (continued)

## AVI30419 - VET Certificate Course

### Career Pathways

- |   |   |
|---|---|
|  Real Estate Photography           |  Environment Management                  |
|  Wedding & Event Photography       |  Agricultural                            |
|  News images                       |  Photogrammetry                          |
|  Asset Inspection                  |  3D Imaging                              |
|  Powerline Inspection & Monitoring |  Bushfire Management                     |
|  Surveying & Mapping               |  Occupational Health & Safety Monitoring |
|  Environmental Surveying           |  First Response Emergency Deployment     |

### Additional Information

#### Fees

Vocational Education and Training in Schools (VETiS) provides students with funding to complete one VETiS qualification whilst attending senior school. **AVI30419 Certificate III in Aviation (Remote Pilot)** is VETiS funded for eligible students. If a student is identified as not eligible then the course fee is \$3750, which will be apportioned across the school terms studied. All fees must be paid prior to the release of the release of the Certification qualification. Upon completion of the Certificate III students have the opportunity to undertake studies for their CASA (Civil Aviation Safety Authority) Licenses. The cost to undertake the RePL and AROC license is \$400 per student.

#### Equipment

All equipment required to complete the course is provided for students, including a microdrone for each student to keep.

#### Course Enrolment Cut-off Date

The cut-off date to join this course is Week 5 - Term 3 of Year 10. Students are not able to join the class after this date as they will have missed vital safety components essential to the foundational knowledge of the course.

#### Registered Training Provider (RTO)

Basair Aviation College RTO ID 1327

# Certificate III in Business

## BSB30120 - VET Certificate Course

### Global Aims

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



### Course Overview

#### BSB30120 CERTIFICATE III IN BUSINESS

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

Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. Customer Service Adviser, Duty Manager, Administration Officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.

### Course Units

| Term 1  | Term 2  | Term 3  | Term 4   |
|---|---|---|--|
| <ul style="list-style-type: none"><li>• Introduction to the Business Services Industry</li><li>• Personal Wellbeing; Personal Work Priorities</li></ul> | <ul style="list-style-type: none"><li>• Develop and Apply Knowledge of Personal Finances</li></ul>                    | <ul style="list-style-type: none"><li>• Workplace Health and Safety</li><li>• Participate in Sustainable Work Practices</li></ul> | <ul style="list-style-type: none"><li>• Inclusive Work Practices</li><li>• Workplace Communication</li></ul> |
| Term 5  | Term 6  | Term 7  | Term 8   |
| <ul style="list-style-type: none"><li>• Work in a Team</li><li>• Apply Critical Thinking Skills</li></ul>   | <ul style="list-style-type: none"><li>• Create Electronic Presentations</li><li>• Design Business Documents</li></ul> | <ul style="list-style-type: none"><li>• Deliver Customer Service</li></ul>  |  |

### Course Schedule

- Working in a Team
- Critical Thinking Skills
- Creating Electronic Presentations
- Producing Business Documents
- Delivering Customer Service

# Certificate III in Business (continued)

## BSB30120 - VET Certificate Course

### Assessment Overview

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a group project where students design and plan for a new product or service (Binnacle Boss Entrepreneurship Program).

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

- Practical tasks / experience
- Hands-on activities including customer interactions
- Group projects
- e-Learning projects

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

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

### Pathways

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

- Business Owner
- Business Manager
- Customer Service Manager
- Administration Officer
- Duty Manager

### Additional Information

#### Fees

\$265.00 = Binnacle Training Fee

At times, special opportunity excursions may arise and any associated costs will be communicated.

### Pre-requisites

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

#### **IMPORTANT** PROGRAM DISCLOSURE STATEMENT (PDS)

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

To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.

# Certificate III in Christian Ministry and Theology

## VET Certificate Course

### Compass

### Faith, Ethics & Identity



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

This course is offered by the Institute of Faith Education (IFE) in collaboration with Holy Spirit College. The Institute of Faith Education (RTO Provider: 31402) is a Registered Training Organisation of the Roman Catholic Archdiocese of Brisbane.

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

**There are no formal entry requirements, however a student who would struggle to pass Year 10 English will find the course challenging and may need additional support with comprehending course materials and completing required tasks.**

The following competencies are completed as part of this course:

| Compass<br>Certificate III in Christian Ministry and Theology (10741NAT) |  |
|--|--|
| CMTTHE301  | Research Christian Scripture and Theology                  |
| CMTTHE302  | Identify theological data                                  |
| CMTTHE303  | Present information on a theological theme or issue        |
| CMTTHE304  | Apply new theological insights                             |
| CMTMIN301  | Apply theological knowledge to contemporary ethical issues |
| CMTMIN302  | Communicate theology in everyday language                  |
| BSBCRT311  | Apply critical thinking skills in a team environment       |
| CHCEDS040  | Search and access online information                       |

### Course Overview

The course is completed as four modules:

| Module 1 – Community  |
|---|
| In this module students will consider the values and beliefs that shape Catholic communities and explore how these apply in their school setting. Students will learn teamwork and problem solving skills in the practical project.                                 |
| Module 2 – The Story  |
| The Bible is one of the most influential books in the world. In this module students will learn to understand it better and will discuss its relevance today. Students will develop teamwork, project management and communication skills in the practical project. |
| Module 3 – Choices  |
| Current moral and ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact on life. Students will understand the importance of service learning and develop skills at communicating their ideas.              |
| Module 4 – The Edge   |
| This module provides an opportunity for students to reflect on their life journey and to explore the big questions in life. Students will articulate their own vision to support their future pathway.  |

# Certificate III in Christian Ministry and Theology (continued)

## VET Certificate Course

### Benefits of the Course

This course delivers content that is applicable to life, employment and further study. As a nationally accredited Certificate III, *Compass* may contribute to your ATAR score and provide direct entry to university, or support your transition to employment, vocational and higher education. Discuss your particular context and aspirations with the Learning Pathways & Careers Program Leader or those involved in your SET planning.

Successful completion of this course currently contributes up to 8 credits towards the Queensland Certificate of Education.

Students considering careers in the Catholic or wider Christian sector such as education, health care, social services and aged care will find this qualification relevant in providing an understanding of Catholic values and teachings, enabling them to work more effectively in these organisations.

### Assessment

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

Assessment involves completion of a portfolio of activities and a practical project for each module.

### Additional Information

#### Fees

The school does not charge students fees for this course.



# Certificate I in Construction

## VET Certificate Course

### Global Aims

This course aims to provide students with basic industry knowledge and skills applicable to the construction industry. This pre-vocational course in construction is provided in conjunction with Blue Dog Training (RTO Provider: 31193) and is recommended as a pre-apprenticeship pathway to a building and construction trade qualification.



The Certificate I in Construction is essentially a two year practical course requiring students to become competent in skills necessary for entry into several building and construction trades. Results will be issued by Blue Dog Training.

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

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

### Course Overview

#### CPC10120 Certificate I in Construction

| Units of Competence - Construction |  |
|------------------------------------|--|
| Compulsory Units (Core)            |  |
| CPCCCM2004                         | Handle construction materials  |
| CPCCCM2005                         | Use construction tools and equipment   |
| CPCCCM1011                         | Undertake basic estimation and costing                                       |
| CPCCOM1012                         | Work effectively and sustainably in the construction industry                |
| CPCCOM1013                         | Plan and organise work   |
| CPCCVE1011                         | Undertake a basic construction project                                       |
| CPCCWHS1001                        | Prepare to work safely in the construction industry                          |
| CPCCWHS2001                        | Apply WHS requirements, policies and procedures in the construction industry |
| Elective Units                     |  |
| CPCCOM1014                         | Conduct workplace communication  |
| CPCCOM1015                         | Carry out measurements and calculations                                      |
| CPCCOM2001                         | Read and interpret plans and specifications                                  |

### Assessment Overview

This is a competency-based course with most of the units using online theory and practical components covered through practical projects, activities or student demonstration. The students are assessed as either competent or not yet competent. Students may gain three (3) credits towards their QCE.

Theory work is as much a part of the course as practical work and is necessary for the completion of units. All theory work for safety requirements and competencies is completed online and there is an expectation that students complete some of this work at home. It is envisaged that Work Placement will be a part of this course. Students need to demonstrate that they can complete all the tasks required in the units to be considered competent. Students also have the opportunity to build relationships and access employment opportunities within the construction industry through our links with Blue Dog Training and local employers.

On completion of the course, students will receive appropriate certification listing the units in which the student has demonstrated competency.

An indication of the student's progress towards successful completion of competencies will be recorded on College Student Reports.

### Pre-requisites

A Sound Achievement in Year 10 Construction and Furnishing is advantageous but not mandatory.

# Certificate III in Early Childhood Education and Care

## VET Certificate Course

### Global Aims

CHC30121 - Certificate III in Early Childhood Education and Care is delivered through a partnership between Holy Spirit College and Cairns Training Academy, a Registered Training Organisation (Provider No. 30857) ([www.cta.qld.edu.au](http://www.cta.qld.edu.au)). Results will be issued by Cairns Training Academy.



### Course Overview

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge and must apply discretion and judgment to the application of these when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site. All students will require a Blue Card to complete their Vocational Placement within the industry, some workspaces will also request a vaccination history.

### Topics of Study

#### CHC30121 Certificate III in Early Childhood Education and Care

Students complete seventeen units of work. There are 15 core units [C] and 2 elective units [E]. They are comprised of theoretical and practical sections, and a first aid certificate.

| Course Codes | Unit Descriptors   | Year Completed |
|--------------|--|----------------|
| CHCECE034    | Use an approved learning framework to guide practice [C]                   | 10             |
| HLTWHS001    | Participate in work health and safety [C]                                  | 10             |
| CHCECE055    | Meet legal and ethical obligations in children's education and care [C]    | 10             |
| HLTFSE001    | Follow basic food safety practices [E]                                     | 11             |
| CHCECE031    | Support children's health, safety and wellbeing [C]                        | 11             |
| CHCECE030    | Support inclusion and diversity [C]  | 11             |
| CHCECE054    | Encourage understanding of Aboriginal and/or Torres Strait Islander people | 11             |
| CHCECE037    | Support children to connect with the natural environment [C]               | 11             |
| CHCECE033    | Develop positive and respectful relationships with children [C]            | 11             |
| CHCECE032    | Nurture babies and toddlers [C]  | 11             |
| CHCECE035    | Support the holistic development of children [C]                           | 11             |
| HLTAID012    | Provide first aid in an education and care setting [C]                     | 12             |
| CHCECE036    | Provide experiences to support children's play and learning [C]            | 12             |
| CHCECE038    | Observe children to inform practice [C]                                    | 12             |
| CHCPRT001    | Identify and respond to children and young people at risk [C]              | 12             |
| CHCECE056    | Work effectively in children's education and care [C]                      | 12             |
| CHCPRP003    | Reflect on and improve own professional practice [E]                       | 12             |

### Course Delivery and Assessment Overview

CHC30121 is a course that needs an extended time at school to complete, therefore, we start the course Year 10, Semester 2.

Teachers [School-based trainer/assessors] will deliver the training and assess competence following the RTO [Cairns Training Academy] procedures. Students will access learning resources and assessments on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a regulated Early Childhood setting. Teachers will determine competence against each unit by following CTA guidelines which includes through gathering evidence that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

# Certificate III in Early Childhood Education and Care (continued)

## VET Certificate Course

### Additional Information

#### Fees

There is an additional fee for Certificate III in Early Childhood Education and Care that will be included in your Holy Spirit College fees. The total cost is \$700 and that will be charged as Year 10 Semester 2: \$220, Year 11: \$320 and Year 12: \$160. If students were to complete the course independently it may cost around \$4000. CTA does not provide for refunds of fees paid, this is due to the course already being heavily discounted through the partnership arrangement with Holy Spirit College. All fees must be paid before students gain their qualification and receive their certificate.

#### Resources

Learning resources are supplied online via the CTA website, students will need access to a computer. Where required, hard copy resources, e.g. VETiS Training Record Book, will be provided by Holy Spirit College.

#### Course Pathway

- Early Childhood Educator
- School Age Education and Care Provider
- Enhanced University options
- Diploma of Early Childhood Education and Care

#### Outcome

On successful completion of all units within this qualification, participants:

- will receive a Certificate III in Early Childhood Education and Care
- may be awarded up to 8 QCE points
- can seek employment as a qualified Educator
- may benefit from enhanced tertiary options
- may benefit from enhanced tertiary options as a completed Certificate III course may make a contribution to the calculation of an ATAR or provide stand-alone university entrance at particular universities for specific courses. Refer to individual university websites for details on Certificate based entrance.

#### Industry Placement

Students enrolling in this program will be required to demonstrate their skills during a minimum, mandatory 160 hours of placement in a regulated early childhood education and care service in Australia. The majority of the 160 hours can be completed during our double lessons at Holy Spirit College, starting Year 10, Semester 2 and finishing Year 12, Term 3.

#### Credit Transfer

If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. You will need to provide a Statement of Attainment matching the unit(s) of competency you are seeking credit for.

#### Pre-requisites

Students will need the language, literacy and numeracy skills to fulfil their job role as an Early Childhood Educator. They should also enjoy working with young children and be committed to completing the theory units and practical vocational placement.



# Certificate II in Engineering Pathways

## VET Certificate Course

### Global Aims

This course aims to provide students with basic industry knowledge and skills applicable to the Engineering (Manufacturing) Industry. This pre-vocational course in engineering is provided in conjunction with Blue Dog Training (RTO Provider: 31193) and is recommended as a pre-apprenticeship pathway to an engineering trade qualification.



The Certificate II in Engineering Pathways is essentially a two year practical course requiring students to become competent in skills necessary for entry into several engineering metal trades. Results will be issued by Blue Dog Training.

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

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

### Course Overview

#### MEM20422 Certificate II in Engineering Pathways

| Units of Competence |  |
|---------------------|--|
| MEM13015            | Work Safely and effectively in manufacturing and engineering         |
| MEMPE005            | Develop a career plan for the engineering and manufacturing industry |
| MEMPE006            | Undertake a basic engineering project                                |
| MSAENV272           | Participate in environmentally sustainable work practices            |
| MEM11011*           | Undertake manual handling  |
| MEM16006*           | Organise and communicate information                                 |
| MEM16008*           | Interact with computing technology                                   |
| MEM18001*           | Use hand tools   |
| MEM18002*           | Use power tools/hand held operations                                 |
| MEMPE001            | Use engineering workshop machines                                    |

### Assessment Overview

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

Theory work is as much a part of the course as practical work and is necessary for the completion of units. It is envisaged that Work Placement will be a part of this course. Students need to demonstrate that they can complete all of the tasks required in the units to be considered competent.

On completion of the course, students will receive a completed Certificate or Statement of Attainment listing the units in which the student has demonstrated competency.

An indication of the student's progress towards successful completion of competencies will be recorded on College Academic Reports.

### Pre-requisites

A Sound Achievement in Year 10 Welding & Small Engines is advantageous but not mandatory.

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

# SIS30321 - Certificate III in Fitness

## VET Certificate Course

### Global Aims

Certificate III in Fitness program is offered as a senior subject where students participate in the delivery of a range of fitness activities and programs within the school and at CQUniversity campus. Graduates will be competent in the role of an instructor who performs a range of activities and functions within the fitness industry. These individuals will also be competent in a range of skills associated with organising and delivering sport, and activity sessions within a team. This Certificate is offered in collaboration with CQ University [RTO Provider: 40939].



### Course Overview

#### SIS30321 - Certificate III in Fitness

#### PLUS entry qualification: SIS20122 - Certificate II in Sport and Recreation

Successful completion of the SIS30321 - Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE.

This program also includes a First Aid qualification and CPR certificate.

#### Topics of Study

| Unit Code  | SIS20122 Certificate II in Sport and Recreation           | Unit Code    | SIS30321 Certificate III in Fitness   |
|------------|---|--------------|---|
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge | SISFFITO47   | Use anatomy and physiology knowledge to support safe and effective exercise |
| SISOFLD001 | Assist in conducting recreation sessions                  | SISFFITO32   | Complete pre-exercise screening and service orientation                     |
| SISXCCS004 | Provide quality service                                   | SISFFITO33   | Complete client fitness assessments   |
| HLTWHS001  | Participate in workplace health and safety                | BSBOPS304    | Deliver and monitor a service to customers                                  |
| SISXEMR003 | Respond to emergency situations                           | SISFFITO35   | Plan group exercise sessions  |
| SISXFAC006 | Maintain activity equipment                               | SISFFITO36   | Instruct group exercise sessions  |
| SISXFAC007 | Maintain clean facilities                                 | SISFFITO40   | Develop and instruct gym-based exercise programs for individual clients     |
| BSBPEF301  | Organise personal work priorities                         | SISFFITO52   | Provide healthy eating information  |
| BSBXTW301  | Work in a team  | * HLTWHS001  | Participate in workplace health and safety                                  |
| HLTAID011  | Provide first aid   | * SISXEMR003 | Respond to emergency situations   |
|            |   | * SISXFAC006 | Maintain activity equipment   |
|            |   | * SISXFAC007 | Maintain clean facilities   |
|            |   | * BSBPEF301  | Organise personal work priorities   |
|            |   | * BSBXTW301  | Work in a team  |
|            |   | * HLTAID011  | Provide first aid   |

#### Learning Experiences

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Work effectively in sport, fitness and recreation environments.</li> <li>Maintain sport, fitness and recreation industry knowledge</li> <li>Assist with activity sessions</li> <li>Participate in environmentally sustainable work practices</li> <li>Participate in workplace health and safety</li> <li>Respond to emergency situations</li> <li>Maintain sport, fitness and recreation facilities</li> <li>Provide quality service and facilitate groups</li> <li>Provide first aid</li> </ul> | <ul style="list-style-type: none"> <li>Incorporate anatomy and physiology principles into fitness programming</li> <li>Recognise and apply exercise considerations for specific populations</li> <li>Provide health screening and orientation</li> <li>Maintain equipment for activities</li> <li>Conduct fitness appraisals</li> <li>Instruct group exercise sessions and fitness programs</li> <li>Instruct exercise to older clients</li> <li>Provide healthy eating information</li> <li>Instruct approved community fitness programs</li> <li>Identify risk and apply risk management processes</li> </ul> |
|--|---|

# SIS30321 - Certificate III in Fitness (continued)

## VET Certificate Course

### Assessment Overview

Program delivery will combine both class-based tasks and practical components in a real fitness environment at the school and at CQU Campus. This involves the delivery of a range of fitness programs to real participants within the school and larger community. Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

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

- Participate in a variety of activities, exercise sessions and exercise instruction in gym facilities
- Become proficient with the foundations of the Sport, Recreation and Fitness industry
- Run physical sessions for students and staff
- Achieve skills in leadership, innovation, WH&S and personal management

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

### Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry as a community Gym Instructor, Gym receptionist, Personal Trainer or Group Fitness Instructor.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit [www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar](http://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar). Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Fitness).

### Additional Information

#### Fees

SIS20122 - Certificate II in Sport and Recreation is available under the Queensland Government's VETiS funding for eligible students who currently do not hold and have not previously been enrolled in a VETiS funded qualification.

Whilst the SIS30321 - Certificate III in Fitness is fee-for-service and will cost \$360 (8 units @ \$45 per unit). Student fees will be collected by the school prior to commencement of training.

**All students will complete both certificates. Cert III contributes to ATAR for those who are eligible.**

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualifications.

The VETiS subsidy is funded by the Queensland Government and is subject to eligibility. For more information visit [www.cqu.edu.au](http://www.cqu.edu.au)

### Pre-requisites

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

Each student must complete a BKSB, CQU online Literacy and Numeracy test before commencement of training.

This process is undertaken at the time of initial enrolment to ensure students have the capacity to effectively engage with the content.

*The nationally recognised qualifications, SIS20122 - Certificate II in Sport and Recreation and SIS30321 - Certificate III in Fitness, are offered by CQUniversity Australia, RTO 40939. Holy Spirit College, RTO 30619, will recruit on behalf of CQUniversity. CQUniversity is responsible for the course. This includes conducting training, assessment, and issuance of qualifications.*

*Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by CQUniversity. Students who are deemed competent in all units of competencies will be awarded a Qualification and an Academic Transcript by CQUniversity. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by CQUniversity.*

# Certificate III in Health Services Assistance

## VET Certificate Course

Certificate III in Health Services Assistance HLT33115 (including HLT23215 Certificate II in Health Support Services)

### Global Aims

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognizing health body systems and working with diverse people.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

Certificate III in Health Services Assistance is delivered by Holy Spirit College in partnership with Connect 'n' Grow®, a Registered Training Organisation (Provider No. 40518). Results will be issued by Connect 'n' Grow®. This subject can contribute to an ATAR score as a 5th subject.

### Course Overview

This is a two-year course (including the entry requirements) delivered on site to senior school students and in partnership with Connect 'n' Grow® RTO number 40518.

#### Topics of Study

| COURSE UNITS YEAR 11 (Certificate II in Health Support Services) |  |
|--|--|
| CHCCOM005  | Communicate and work in health or community services                     |
| BSBPEF202  | Plan and apply time management   |
| BSBINS201  | Process and maintain workplace information                               |
| HLTWHS001  | Participate in workplace health and safety                               |
| CHCDIV001  | Work with diverse people   |
| HLTINF006  | Apply basic principles and practices of infection prevention and control |
| HLTHSS009  | Perform general cleaning tasks in a clinical setting                     |
| HLTWHS005  | Conduct manual tasks safely  |
| HLTHSS011  | Maintain stock inventory   |
| BSBOPS203  | Deliver a service to customers   |
| CHCCCS010  | Maintain a high standard of service                                      |
| CHCPRP005  | Engage with health professionals and the health system                   |

| COURSE UNITS YEAR 12 (Certificate III in Health Services Assistance) |   |
|--|---|
| HLTAAP001  | Recognise healthy body systems                    |
| BSBMED301  | Interpret and apply medical terminology           |
| HLTAID009  | Provide cardiopulmonary resuscitation             |
| HLTAID010  | Provide basic emergency life support              |
| HLTAID011  | Provide first aid                                 |
| BSBPEF301  | Organise personal work priorities                 |
| CHCCCS009  | Facilitate responsible behaviour                  |
| CHCINM002  | Meet community information needs                  |
| HLTWHS002  | Follow safe work practices for direct client care |

### Entry Requirements

There are no entry requirements to commence the first year of this qualification; however, successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

# Certificate III in Health Services Assistance (continued)

## VET Certificate Course

### Resources

Learning resources are supplied online engaged through a learning management software supplied by Connect 'n' Grow®. Students will need access to a computer and the internet

### Delivery Modes

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

- Face-to-face training
- Practical's and scenarios
- Online learning

### Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

### Credit toward the Queensland Certificate of Education (QCE)

A maximum of 8 credits (including those points received from completion of the Certificate II entry requirement) will contribute towards completion of a QCE.

### Additional information

#### Work Experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow® considers this to be a very important inclusion of the Certificate III qualifications.

#### Pathways

This qualification may lead to pathways including:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B. Nursing)
- Entry level employment within the health industry

#### Fees

There is an additional fee for this full course that will be included in your Holy Spirit College fees. The total cost of this course is \$998; however, students may be able to access funding to help partially subsidise the cost of their training. All fees must be paid before students gain the full qualification and receive their certificate. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

#### Obligation

Students will be provided with every opportunity to complete these qualifications. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded these qualifications and a record of results by Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualifications) will receive a Statement of Attainment.

# Certificate II in Hospitality

## VET Certificate Course

### Global Aims

SIT20322 - Certificate II in Hospitality is delivered through a partnership between Holy Spirit College and Blueprint Career Development, a Registered Training Organisation (Provider No. 30978) (Ph. 1300 851 550) (www.blueprintcd.com.au). Results will be issued by Blueprint Career Development.



This qualification reflects the role of workers in a range of hospitality settings. It is nationally recognised, and can contribute to further studies in the hospitality and tourism industries. Students will gain a range of practical skills and knowledge related to the hospitality industry such as cooking, serving beverages, making espresso coffee and customer service skills. This area of study provides students with a range of general interpersonal skills which can be applied in personal and working life, as well as with specific knowledge and skills related to employment within the hospitality industry.

This course includes SITHFABO21 Provide responsible service of alcohol (RSA) and SITHGAMO22 Provide responsible gambling services, which can help students gain full-time or part-time employment.

**QCE points: Successful completion of the Certificate II in Hospitality contributes four (4) credits towards a QCE points.**

### Course Overview

#### Topics of Study

**SIT20322 Certificate II in Hospitality:**

12 units must be completed: 7 core units (C) and 5 elective units (E)

| YEAR 11 - SEMESTER 1  |   |   |
|---|---|---|
| SITXFSA005<br>SITXWHS005<br>SITHCCC002<br>BSBTWK201<br>SITHFABO24 | Use hygienic practices for food safety (C)<br>Participate in safe work practices (C)<br>Prepare simple dishes (E)<br>Work effectively with others (C)<br>Prepare and serve non-alcoholic beverages (E)  | <b>Online theory and class work</b><br><b>Hygiene skills</b> - Evaluating kitchen cleanliness and creating cleaning schedules. Practical kitchen cleaning and sanitizing.<br><b>Safety Skills</b> - Working safely with equipment used in a kitchen environment. Identifying and reporting safety skills.<br><b>Team work</b> - How to work in a team and allocation of tasks.<br><b>Practical skills</b> - Preparing a range of no-alcoholic beverages, (eg milkshake, frappe, mocktails, tea) |
| YEAR 11 - SEMESTER 2  |   |   |
| SITHIND006<br>SITHFABO21<br>SITHGAMO22<br>SITHCCC025              | Source and use information on the hospitality industry (C)<br>Provide responsible service of alcohol (RSA) (E)<br>Provide responsible gambling services (RSG) (E)<br>Prepare and present sandwiches (E) | <b>Group practical function preparation</b> - Prepare a variety of restaurant-quality meals.<br><b>Online theory and class work</b> - Providing gambling services and serving alcohol. Laying tables, service cycle, plate carrying and clearing.<br><b>Practical skills</b> - Knife skills, preparing a range of sandwiches.   |
| YEAR 12 - SEMESTER 3  |   |   |
| SITHFABO25<br>SITHIND007<br>SITXCCS0011<br>SITCXOM007             | Prepare and serve espresso coffee (E)<br>Use hospitality skills effectively (C)<br>Interact with customers (C)<br>Show social and cultural sensitivity (C)  | <b>Online theory and class work</b> - Interacting with customers, communication, problem solving, time management. Cultural inclusion, anti-discrimination laws and teamwork.<br><b>Practical skills</b> - Preparing a range of coffees. Communicating with customers and colleagues. Applying all hospitality skills in a range of settings.   |

# Certificate II in Hospitality (continued)

## VET Certificate Course

### Assessment Overview

Assessment will be competency based and clustered units may be part of the assessment to reflect real work scenarios and activities. Students will participate in a variety of assessment tasks which may include observation with check lists, product resulting from an activity, questioning (written, oral or portfolio), and reports from work place supervisor.

- Assessment may be conducted at the school using a simulated work environment.
- Functions will occur and, at times, these may occur out of class time.

### Additional Information

#### Fees

This course is free for eligible students. The VET investment budget provides students with funding to complete one VETiS qualification whilst attending school (Years 10 - 12). Blueprint Career Development is an approved supplier under this agreement and offers training to eligible students under this funding program, free of charge. You are still able to enrol in the course if you have used your VETiS Funding or do not meet the eligibility criteria. The cost is \$1200 for students who do not meet these requirements.

#### Eligibility criteria

You are an Australian citizen or New Zealand citizen permanently residing in Queensland. If you are a permanent resident, you are eligible upon the presentation of immigration documents.

**Please refer to the Queensland Government's student fact sheet developed specifically for VETiS program:** <http://www.training.qld.gov.au/training-organisations/funded-programs/vetis.html>

#### Career Pathways and Further Studies

Career Pathways include: café attendant, catering assistant, food and beverage attendant, apprentice chef.

Further study could occur in Certificate III in Hospitality (SIT30622), Certificate III in Commercial Cookery (SIT30821) or a Bachelor of Business (Hospitality & Tourism Management).

#### Work Placement

Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 service periods that need to be completed at local venues, some during school hours and some outside school hours. One service period is 3.5 hours and must include set up and closing. Students may complete vocational placement during any part of the course as approved by the school and upon the completion of VETiS Vocational Placement insurance forms [available from the school].

#### Clothing Requirements

Black shirt, black pants or skirt and black covered footwear.

#### School point of contact

Robyn Robinson – Trainer. Email: [Robyn\\_Robinson@rok.catholic.edu.au](mailto:Robyn_Robinson@rok.catholic.edu.au).

### Pre-requisites

Students will need the language, literacy and numeracy skills to fulfil their job role as a Hospitality worker. They should also enjoy cookery and working with others. They need to be committed to completing the theory and practical components and industry placement.



## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.