Southern Cross CATHOLIC COLLEGE

Senior Pathways Guide 2026

"Let your light SHINE before others, so that they may see your good works and give glory to your Father in heaven."

▪ – Matthew 5:16

To Love... To Serve...To Shine

FROM THE

Principal

Dear Parents and Carers,

At Southern Cross Catholic College, we are committed to fostering academic and vocational excellence by equipping students with the skills they need to thrive in the future. Whether they are planning to pursue further study at a tertiary institution, an apprenticeship, or enter the workforce, we aim to prepare each student through a well-rounded curriculum that balances core subjects and electives to meet their individual goals.

The Senior Secondary years are crucial for students to refine and enhance their learning abilities, helping them grow into confident, independent learners. The Senior Pathways Handbook serves as a valuable resource for exploring Year 11 and 12 pathways and the corresponding subject choices for 2025. These pathways provide clear guidance on how each student plans to complete their senior years and meet the entry requirements for their chosen post-school destination. We encourage students to discuss their options with teachers and parents to make informed decisions. It's essential to select subjects that align with their needs, interests, and talents, while ensuring that the learning experience is both engaging and supportive. A positive mindset towards learning, where students appreciate the value of hard work, persistence, and the rewards that come with it, is equally important.

At Southern Cross Catholic College, we believe that every pathway is valuable, whether it leads to university, trade, or direct entry into the workforce. Our dedicated staff is focused on helping students succeed academically and fostering their growth as informed and responsible citizens. Through our Junior and Senior Secondary learning programs, career guidance and pastoral care, we work closely with students to set clear goals and develop strategies to help them reach their full potential. We believe that daily effort and determination are key to success.

Our commitment to the Southern Cross way and our Catholic Identity is central to everything we do. We strive to equip students not only for their future careers but also for a future grounded in faith and values. By nurturing their spiritual growth alongside their academic and vocational development, we aim to prepare them to be compassionate, ethical, and responsible members of society.

Together, we are committed to creating a supportive environment that nurtures our students through these transformative years, helping them build a strong sense of community and responsibility.

Sincerely,

Megan Wuersching

Introduction

College Principal

In preparation for the Year 11 academic program in 2025, all students and their parents are encouraged to carefully consider the information in the following pages to guide senior subject selections.

This Senior Pathways Guide is an excellent resource for providing details of each subject offered in Years 11 and 12 at Southern Cross Catholic College, the requirements for achieving the Queensland Certificate of Education, and guidance for post-schooling pathways.

When choosing subjects, it is important for students to consider:
- ✔ subjects that the individual student has found enjoyable, interesting, and personally rewarding
- ✔ academic strengths and weaknesses
- ✔ possible career pathways - seek the Careers Adviser's advice
- ✔ future university or TAFE course prerequisites
- ✔ the value of maintaining a balanced course

After students have made their subject selections, the 2025 timetable will be prepared. Staffing and resource constraints oblige us to remove those courses that are not sufficiently supported by student selection. If there is a requirement for this to occur, all students affected will be asked to reselect from those courses that are offered. Please note that the school limits the size of classes; therefore, a change of subject may not be possible if the class is full.

If students or parents have any questions in relation to the information contained in this Subject Guide, or the subject selection process, please contact the Assistant Principal – Learning & Teaching (Secondary), Careers and Senior Pathways Program Leader and VET Program Leader or the relevant Curriculum Leader for each learning area. Contact details for each of these positions are listed at the back of this guide.

Selecting Subjects for your SENIOR EDUCATION and TRAINING (SET) PLAN

All Year 10 students complete a **Senior Education and Training Plan (SET Plan)** which records and articulates their plan for completing Year 11 & 12 and achieving their Queensland Certificate of Education (QCE). The SET planning process is designed to help students make good decisions about their learning pathways and ensure they base their subject choices on their abilities, interests and clearly articulated goals.

Students will engage with a series of **SET Planning Information Sessions** as part of the Year 10 Futures subject. In these sessions, students will learn about the Queensland Certificate of Education (QCE) system and the Year 11 & 12 subject selection process.

SET Planning assists you to:
- structure your learning around your abilities, interests and ambitions
- think about your education, training and career options after Year 12
- set and achieve your learning goals in Years 11 and 12, and beyond
- consider flexible and coordinated pathway options in your course of senior study
- communicate with your parents/carers and teachers/Careers Adviser about your post-school plans.

In Term 3, students and parents are invited to attend a **Senior Subject Information Evening**, where all of our senior secondary teaching staff are available to discuss pathway choices and subject offerings. Following the information evening, students will be required to select their subject preferences via Edval Choice. The process for this is outlined later in this guide.

The final part of the SET Planning process is the **SET Plan Interview**. At the SET Plan Interview, you will have the opportunity to talk through your plan with a school representative and your parents. Your subject preferences will be confirmed and finalised in Edval Choice. Some students may be required to reselect subjects (based on availability) after this step.

Throughout your senior schooling you will review your SET Plan regularly to make sure your subjects and learning are right for you, and that you can maintain a pathway to the courses and career you want after Year 12. Once you have started Year 11 and 12, subject changes generally can only be made at three juncture points: start of Unit 1, end of Unit 1 and end of Unit 2.

SCCC Careers Website

The Southern Cross Catholic College Careers website provides all the latest information that will help you make decisions about your future career and life beyond school.

You can use the careers website to locate University, TAFE and any other type of course across Australia, get information about the QCE, search for job vacancies and much more.
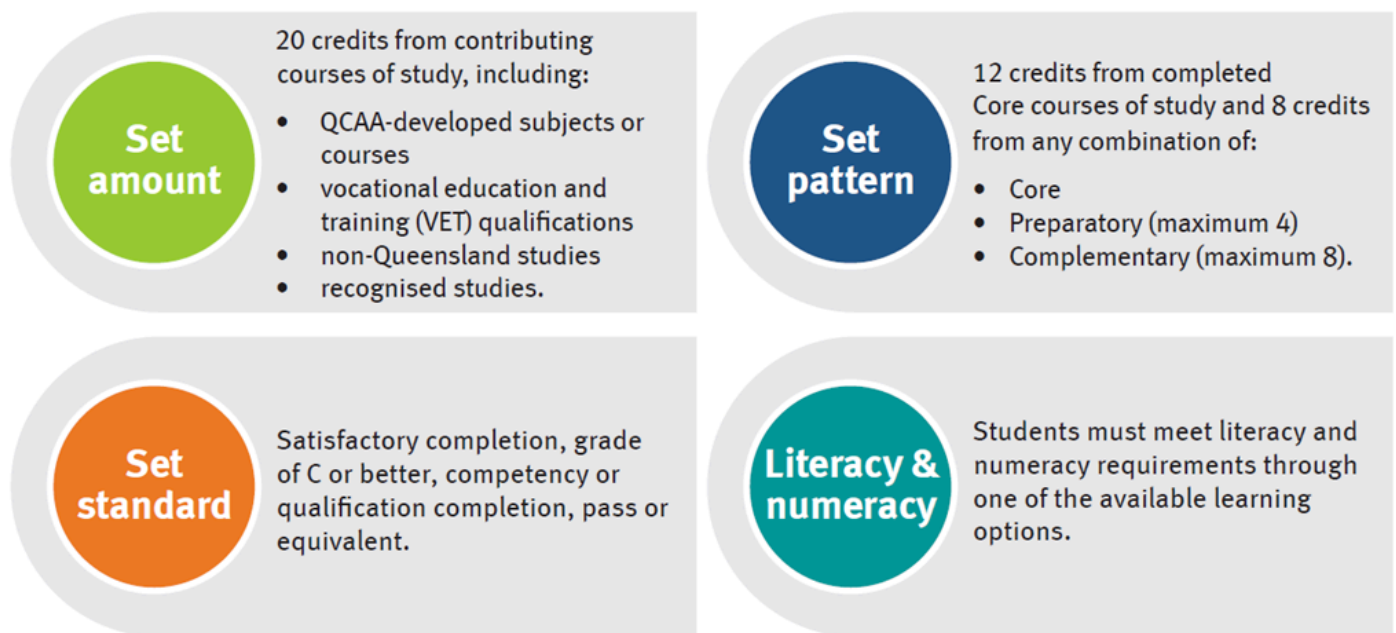
The SCCC Careers Website is available via https://www.sctsvcareers.com.au

The QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling. Entrance to a QCIA program of study is via the advice of the Curriculum Leader – Inclusion and made in consultation with parents. Further information is available from the Curriculum Leader – Inclusion via the details at the back of this guide.

The QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Set amount
20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern
12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard
Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy
Students must meet literacy and numeracy requirements through one of the available learning options.

Students who successfully meet the required standards of learning in their studies at Southern Cross will be eligible to receive a QCE at the completion of Year 12.

Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a

student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Students must achieve a minimum of **20 credits** to be awarded a QCE.

CORE COURSES (at least 12 credits must come from core)	QCE Credits per course
QCAA General & Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications	up to 8
School-based apprenticeships	up to 6

PREPATORY COURSES (maximum of 4 credits)	QCE Credits per course
Certificate I qualification	up to 4
QCAA Short courses	1
COMPLIMENTARY COURSES (maximum of 8 credits)	QCE Credits per course
University Subjects *(while at school)*	up to 4
Diplomas / Adv. Diplomas *(while at school)*	Up to 8

At Southern Cross Catholic College, all students enrol in one of **two pathways** at the commencement of Year 11. Each pathway provides students with the **set amount**, the **set pattern**, and eligibility to **fulfil literacy and numeracy** requirements. All students need to do is engage fully in their studies and **achieve the set standard** in each of their courses in order to be awarded QCE credits.

Detailed rules relating   to the Queensland
Certificate of   Education are available
from the QCAA   website:

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications

Types of SUBJECTS AND STUDY options

Southern Cross Catholic College offers enrolment in various types of senior secondary subjects which contribute to the Queensland Certificate of Education.

QCAA General Subjects	- General subjects are **academically focussed**. They are suited to students who are interested in further study at university. - In each General subject, successful completion of all 4 units contributes **4 credits towards the QCE**. - Students complete 7 internal assessments and 1 external examination over the two-year period of Year 11 & 12.
QCAA Applied Subjects	- Applied subjects generally place more emphasis on **practical skills and knowledge**. They are suited to students who are primarily interested in pathways that lead to further TAFE or VET training and/or direct entry to the workforce. - In each Applied subject, successful completion of all 4 units contributes **4 credits towards the QCE**. - Students complete 7 or 8 internal assessments over the two-year period of Year 11 & 12. There is no external examination for Applied subjects.
School-Based VET Certificates	<table><tr><td> - Delivered internally (at school) by qualified Southern Cross teachers under an agreement with external Registered Training Organisations (RTOs). - May incur an additional cost (see subject descriptions) </td><td>Successful completion of VET certificates will deliver the following **QCE credits**, based on the course: - Certificate I – **up to 3 credits** - Certificate II – **up to 4 credits** - Certificate III – **5-8 credits** - Certificate IV – **5-8 credits** </td></tr></table>

External VET Certificates	• Delivered externally (eg: at TAFE or another provider) or online. • May require the student to be absent from school on Wednesdays to attend training.	Assessed through small, ongoing competency-based tasks for the duration of the course.
School-Based Apprenticeships and Traineeships	• Delivered externally, including on-the-job and RTO-provided training. Requires the student to be absent from school every Wednesday to attend work.	Up to **6 QCE credits** may be available for successful completion of all requirements of the school-based apprenticeship or traineeship over the two-year period.
University subjects	• External enrolment in chosen subjects through **JCU NOW** or **CQU SUN** programs. Costs are set by each university. • Must meet academic entry requirements (achieving a minimum of B in all core school-based subjects) and be recommended by the college. • Each completed university subject earns **up to 2 QCE credits**. **Maximum of 8 credits** in total and can be banked from this category.	
QCAA Extension subjects (Year 12 only)	• English & Literature Extension and Music Extension are offered. Taken in addition to the parent subject (English/Literature/Music) – must have an A in Year 11 parent subject. Up to **2 QCE credits** per subject.	

ATAR PATHWAY	VOCATIONAL PATHWAY
✔ Eligible for a **QCE** ✔ Eligible for an **ATAR** ✔ Apply directly to QTAC for university entry	✔ Eligible for a **QCE** ☐ **Not eligible** for an **ATAR** ✔ Heading directly to the workforce, trade destinations, or other VET training after Year 12. ✔ May be able to apply for entry to some university courses in the future (if a relevant Certificate III is chosen and fully completed). *See further information from individual universities.*

Choosing a QCE pathway

All students entering Year 11 at Southern Cross Catholic College will choose one of the following QCE pathways:

RELIGIOUS EDUCATION in Years 10, 11 and 12

At our college, all students complete the QCAA Applied subject Religion and Ethics during Year 10 and 11. Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues, and social justice. The course is underpinned by the Catholic identity of the college.

- In **Year 10**, students complete Units 1 & 2.
- In **Year 11**, they complete Units 3 & 4.
- Satisfactory completion of all 4 units of the Religion and Ethics subject contributes 4 credits towards the QCE.
- In **Year 12**, Religion & Ethics is replaced by a school-based Religious Education program. There is no formal assessment in the Year 12 Religious Education program, and the subject is

timetabled for a reduced number of lessons per fortnight cycle. This enables students to spend more face-to-face learning time in the five remaining subjects contributing to their QCE, whilst at the same time allowing the college to run a Year 12 Religious Education program which is outward-facing, experiential, and dedicated to exploring Catholic faith and spirituality beyond school.

Understanding the AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Since 2020, the Australian Tertiary Admission Rank (ATAR) has been the standard pathway to tertiary study for Queensland Year 12 students.

The ATAR is the standard measure of individual overall student achievement used in all other Australian states and territories. It is a rank indicating a student's position relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 are reported as '30.00 or less'.

ATAR ELIGIBILITY

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects. Queensland universities have also decided that the following rules will apply:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

Calculating an ATAR

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-subject SCALING

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

If a student studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with a similar scaled score for inclusion in their ATAR calculation.

If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

The students for whom inter-subject scaling might play a role in decision making are those who are seeking entry to highly competitive university courses where maximising the ATAR is important. In this instance, the student may maximise outcomes by choosing the higher scaling subjects. However, please remember that there is <u>zero benefit</u> in choosing these subjects if you are going to achieve poorly in them.

Generally speaking though, students should always choose subjects:

- they enjoy
- they think they will achieve well in
- that are subject prerequisites for tertiary courses that they will be seeking entry to.

As scaling is based on actual subject achievement data, it will change from year to year. Further information about inter-subject scaling is available from the QTAC website www.qtac.edu.au

Vocational Education and Training (VET) qualification courses

Southern Cross Catholic College offers 8 VET qualification courses in the senior secondary phase of learning.   All of our VET courses are offered through our partner Registered Training Organisations via a third-party arrangement. Please refer to the section at the back of this guide for further information about VET qualification courses on offer.

Students may be eligible for VET in Schools (VETiS) funding to meet the cost of their course. VETiS qualifications funded by the VET investment budget are listed on the government's Priority Skills List. These qualifications are delivered by RTOs who have been approved by the department as Skills Assure Suppliers (SAS) under the Certificate III Guarantee. Schools, in consultation with students and their parents, are able to choose any SAS approved to deliver the eligible qualification.

Students undertaking VETiS, funded by the VET Investment budget, can complete one employment stream qualification at the Certificate I or II level.

Further information about VETiS funding is available by contacting the VET Program Leader via the details at the back of this guide.

School-based Apprenticeships and Traineeships (SBATs)

School-based apprenticeships and traineeships (SBATs) allow senior secondary students to work with an employer as paid employees, while studying for their senior certificate at school. At the same time, students undertake a training qualification with a supervising registered training organisation chosen by both the employer and the student.

A school-based apprentices or trainee's employment and/or training arrangements must impact on their school timetable for the program to be considered school-based.

Read more about school-based apprenticeships and traineeships on the Department of Employment, Small Business and Training website via

http://www.desbt.qld.gov.au/training/apprentices.

Further information is also available from both the *cCareers and Senior Pathways Program Leader and VET Program Leader*. Contact details are listed at the back of the guide.

The Subject Selection process

During Terms 2 and 3, Year 10 students engage in a series of **SET Planning Information Sessions** as part of the Futures subject. In these sessions, students will learn about the QCE system and the subject selection process.

Each Curriculum Leader will provide information about course details and requirements of each senior subject in their learning area. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing in senior secondary.

In Term 3, students and parents will be invited to attend **a Senior Subject Information Evening**, where all of our senior secondary teaching staff are available to discuss pathway choices and subject offerings.

Following the information evening, students will be required to select their preferred subjects through the online process outlined below.

1. Students will be emailed with their **Web Preferences Access Guide** to be used when selecting 2026 subjects online. This instruction sheet will include an individual **Student Web Code**. The Pastoral Leader will also have a copy of each student's Student Web Code.

2. Students then go online to https://my.edval.education/login, enter their Web Code and make their subject selections. Please note this is the only method through which subject selection preferences will be received.

3. The final selection must be completed by the deadline indicated in the instruction sheet.

Once students have made their initial preference selections, Senior Education and Training Plan meetings will be held to confirm/change subject selections and then the 2026 timetable will be prepared.

Staffing and resource constraints sometimes oblige us to cancel those subjects/courses which are not sufficiently supported by student selection. If this occurs, affected students will be asked to reselect from those subjects that have been confirmed as being offered. Please note that a change of subject may not be possible if the class is full or on a different line in the timetable.

SUBJECTS and RECOMMENDED PREREQUISITE ACHIEVEMENT

QCAA GENERAL SUBJECTS

Academically focussed. Suited to students who are primarily interested in further study at university after Year 12.

English Learning Area

Subject	Prerequisites	Page
English	• Minimum C standard in Year 10 English is essential	Page 20
Literature	• Minimum C standard in Year 10 English is essential	Page 22
English and Literature Extension	• Available to Year 12 students only • Minimum B standard in Units 1 and 2 of the senior English or Literature subject • Concurrent enrolment in senior English or Literature	Page 24

Mathematics Learning Area

Subject	Prerequisites	Page
General Mathematics	• Minimum C standard in Year 10 Mathematics is essential	Page 28
Mathematical Methods	• Minimum C standard in Year 10 English is essential • Minimum C Standard in Year 10 Optional Mathematics (Advanced)	Page 30
Specialist Mathematics	• Minimum C standard in Year 10 English is essential • Minimum C Standard in Year 10 Optional Mathematics (Advanced) • Must also choose Mathematical Methods	Page 32

Science Learning Area

Subject	Prerequisites	Page
Biology	• Minimum B standard in Year 10 Mathematics is essential • Minimum B standard in Year 10 Science is essential • Minimum C in Year 10 English is essential	Page 56
Chemistry	• Minimum C standard in Year 10 English is essential • Minimum B standard in Year 10 Science is essential • Minimum B standard in Year 10 Mathematics is essential	Page 58
Physics	• Minimum C standard in Year 10 English is essential • Minimum C Standard in Year 10 Optional Mathematics (Advanced) • Minimum B standard in Year 10 Science is essential • Concurrent enrolment in Mathematical Methods is highly recommended	Page 60

Humanities and Languages Learning Area

Subject	Prerequisites	Page
Accounting	• Minimum C standard in Year 10 English is essential • Minimum C standard in Year 10 Mathematics is essential	Page 42
Business	• Minimum C standard in Year 10 English is essential	Page 44

Japanese	● Minimum C standard in Year 10 Japanese is essential	Page 50
Legal Studies	● Minimum C standard in Year 10 English and Humanities is essential	Page 48
Modern History	● Minimum C standard in Year 10 English and Humanities is essential	Page 46

Health and Physical Education Learning Area

Health	● Minimum C standard in Year 10 English is essential	Page 36
Physical Education	● Minimum C standard in Year 10 Health and Physical Education is essential. However, B standard is highly recommended ● Minimum C standard in Year 10 English is essential.	Page 38

The Arts Learning Area

Drama	● Minimum C standard in Year 10 English is essential ● Minimum C standard in Year 10 Drama or acting/theatre experience	Page 72
Music	● Minimum C standard in Year 10 English is essential ● Minimum C standard in Year 10 Music or proficiency in an instrument/voice	Page 74
Music Extension	● Available to Year 12 students only ● Minimum B standard in Units 1 and 2 of the senior Music subject ● Concurrent enrolment in senior Music	Page 76
Visual Art	● Minimum C standard in Year 10 English is essential ● Minimum C standard in Year 10 Visual Art is essential	Page 78

Technologies Learning Area

Design	● Minimum C standard in Year 10 English is essential ● Minimum C standard in Year 10 Design is recommended but not essential	Page 62

QCAA APPLIED SUBJECTS

Suited to students who are primarily interested in directly entering the workforce or completing further TAFE or VET training after Year 12.

Religious Education Learning Area

Religion & Ethics	● No prerequisites	Page 18

English Learning Area

Essential English	● No prerequisites	Page 26

Mathematics Learning Area

Essential Mathematics	● No prerequisites	Page 34

Humanities Learning Area

Social and Community Studies	● No prerequisites	Page 52

The Arts Learning Area

Media Arts in Practice	● No prerequisites ● Interest in developing media arts skills is essential	Page 82
Visual Arts in Practice	● No prerequisites ● Interest in developing visual arts skills is essential	Page 80

Science Learning Area

Aquatic Practices	● No prerequisites ● Interest in tourism and navigation	Page

Technologies Learning Area

Furnishing Skills	● No prerequisites ● Interest in developing woodwork skills is essential	Page 66
Industrial Graphics Skills	● No prerequisites ● Interest in the computer-assisted development (CAD) software required in a variety of manufacturing industries.	Page 70

VET QUALIFICATIONS

Suited to students who are primarily interested in directly entering the workforce or completing further TAFE or VET training after Year 12.

Certificate I in Construction	● Successful completion of Year 10 ITD would be an advantage. ● A willingness to be involved and work as a team is essential.	Page 84
Certificate II in Electrotechnology (Career Start)	● This prevocational course in Electrotechnology is recommended as a "Pre-Apprenticeship" pathway for full Certificate III in Electrotechnology, trade qualification.	Page 86
Certificate II in Hospitality	● An interest in the hospitality industry and a commitment to being a team player is essential ● Year 9 and 10 Food Technology is beneficial, but not essential	Page 87
Certificate II in Business	● Students must have a passion for and/or interest in working in the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). ● Students must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.	Page 96
Certificate III in Early Childhood Education and Care	● There are no entry requirements or pre-requisites. Students must commence this course at the beginning of Year 11.	Page 89
Certificate III in Fitness (with Certificate II in Sport and Recreation Embedded)	● There are no entry requirements or pre-requisites. Students must commence this course at the beginning of Year 11. ● Students must have good quality written and spoken communication skills and enthusiasm / motivation to participate in physical activity sessions.	Page 93
Certificate III in Health Services Assistance (with Certificate II in Health Support Services)	● There are no entry requirements or pre-requisites. Students must commence this course at the beginning of Year 11. ● An interest in working in the health services sector is essential.	Page 98
Certificate III in School Based Education Support	● There are no entry requirements or pre-requisites. Students must commence this course at the beginning of Year 11	Page 101
Certificate III in Information Technology.	● There are no entry requirements or pre-requisites. ● Students should commence this course at the beginning of Year 11.	Page 102
Certificate III in Aviation	● There are no entry requirements or prerequisites.	Page 99

(Remote Pilot)	● 18-month course. Students are encouraged to commence at the beginning of Year 11. Later commencement must have approval from training providers.	19

Subject and Course Descriptions

Religion and Ethics
Applied Subject

Religion and Ethics is studied in Year 11 only, having commenced in Year 10. A school-based Religious Education program is offered in Year 12.

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

Students investigate topics of:
● Australian Identity;
● Social Justice;
● World Religions and Spiritualities; and
● Peace

They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.
Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

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

Objectives

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

● recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
● identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
● explain viewpoints and practices related to religion, beliefs and ethics
● organise information and material related to religion, beliefs and ethics
● analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
● apply concepts and ideas to make decisions about inquiries
● use language conventions and features to communicate ideas and information, according to purposes
● plan and undertake inquiries about religion, beliefs and ethics
● communicate the outcomes of inquiries to suit audiences
● appraise inquiry processes and the outcomes of inquiries.

and the basis for engaging with others in diverse settings.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
World Religions and Spirituality	Social Justice	Peace	Australian Identity

Assessment

For Religion and Ethics, assessment across Years 10 and 11 is used to determine the student's exit result. Assessment techniques used are:

- investigation
- extended response
- project.

Project	Investigation	Extended Response
A response to a single task, situation and/or scenario	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
At least two different components from the following: - written: 500–900 words - spoken: 2½–3½ minutes - multimodal: 3–6 minutes - performance: continuous class time	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal: 4–7 minutes.	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal: 4–7 minutes.

● product: continuous class time.		

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:
- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts - Examining and creating perspectives in texts - Responding to a variety of non-literary and literary texts - Creating responses for public audiences and persuasive texts	**Texts and culture** - Examining and shaping representations of culture in texts - Responding to literary and non-literary texts, including a focus on Australian texts - Creating imaginative and analytical texts	**Textual connections** - Exploring connections between texts - Examining different perspectives of the same issue in texts and shaping own perspectives - Creating responses for public audiences and persuasive texts	**Close study of literacy texts** - Engaging with literary texts from diverse times and places - Responding to literary texts creatively and critically - Creating imaginative and analytical texts

Assessment

In Units 1 and 2 students complete four formative assessments. These follow similar structure to the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): - Extended response — persuasive spoken response	25%	Formative internal assessment 3 (FA3): - Extended response — imaginative written response	25%
Formative internal assessment 2 (FA2):	25%	Formative internal assessment 4 (FA4): - Examination — analytical written response	25%

● Extended response — written response for a public audience			

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

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

Literature
General Subject

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

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

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

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 make up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to achieve particular purposes

Pathways

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

- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literacy studies ● Ways literary texts are received and responded to ● How textual choices affect readers ● Creating analytical and imaginative texts	**Texts and culture** ● Ways literary texts connect with each other – genre, concepts and contexts ● Ways literacy texts connect with each other – style and structure ● Creating analytical and imaginative texts	**Literature and identity** ● Relationship between language, culture and identity in literary texts ● Power of language to represent ideas, events and people ● Creating analytical and imaginative texts	**Independent explorations** ● Relationship between language, culture and identity in literary texts ● Power of language to represent ideas, events and people ● Creating analytical and imaginative texts

Assessment

In Units 1 and 2 students complete four formative 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).

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Examination – analytical written response	25%	Formative internal assessment 3 (FA3): ● Extended response — imaginative written response	25%
Formative internal assessment 2 (FA2): ● Extended response — imaginative spoken/multimodal response	25%	Formative internal assessment 4 (FA4): ● Examination — analytical written response	25%

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 assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination – analytical written response	25%	Summative internal assessment 3 (IA3): ● Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2):	25%	Summative External Assessment (EA):	25%

● Extended response — imaginative spoken / multimodal response	● Examination — analytical written response	
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English & Literature Extension
General Extension Subject

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

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

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

Pathways

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

Structure

academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

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

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

Unit 3	Unit 4
Ways of reading ● Readings and defences ● Complex transformation and defence	**Exploration and evaluation** ● Extended academic research paper ● Application of theory

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Extended response – reading and defence	20%	Summative internal assessment 3 (IA3): ● Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): ● Extended response — complex transformation and defence	20%	Summative External Assessment (EA): ● Examination — theorised exploration of unseen text	25%

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
Language that works - Responding to a variety of texts used in and developed for a work context - Creating multimodal and written texts	**Texts and human experiences** - Responding to reflective and nonfiction texts that explore human experiences - Creating spoken and written texts	**Language that influences** - Creating and shaping perspectives on community, local and global issues in texts - Responding to texts that seek to influence audiences	**Representations and popular culture texts** - Responding to popular culture texts - Creating representations of Australian identifies, places, events and concepts

Assessment

In Units 1 and 2 students complete four formative assessments. These follow similar structure to the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Formative assessment

Unit 1	Unit 2
Formative internal assessment 1 (FA1): Extended response – spoken response	Formative internal assessment 3 (FA3): Extended response — multimodal response
Formative internal assessment 2 (FA2): Short response items	Formative internal assessment 4 (FA4): Extended response — written response

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 assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response - spoken response	25	Summative internal assessment 3 (IA3): Extended response — multimodal response	25
Summative internal assessment 2 (CIA): Common Internal assessment - short response	25	Summative External Assessment (IA4): Examination — written response	25

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:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations ● Consumer arithmetic ● Shape and measurement ● Similarity and scale algebra ● Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** ● Applications of linear equations and their graphs ● Applications of trigonometry ● Matrices ● Uivariate data analysis 1 ● Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** ● Bivariate data analysis 1 ● Bivariate data analysis 2 ● Time series analysis ● Growth and decay in sequences ● Earth geometry and time zones	**Investing and networking** ● Loans, investments and annuities 1 ● Loans, investments and annuities 2 ● Graphs & networks ● Mathematics 1 ● Networks and decision mathematics 2

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Problem-solving and modelling task	20%	Formative internal assessment 3 (FA3): ● Examination	15%
Formative internal assessment 2 (FA2): ● Examination	15%		
Formative Practice Examination: 50%			

Summative assessment

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

Mathematical Methods
General Senior Subject

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics.

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

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

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

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences

(including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability	**Calculus and further functions**	**Further calculus and introduction to statistics**	**Further calculus, trigonometry and statistics**
● Surds and quadratic functions ● Binomial expansion and cubic functions ● Functions and relations ● Trigonometric functions ● Probability	● Exponential functions ● Logarithms and logarithmic functions ● Introduction to differential calculus ● Applications of differential calculus ● Further differentiation	● Differentiation of exponential and logarithmic functions ● Differentiation of trigonometric functions and differentiation rules ● Further applications of differentiation ● Introduction to integration ● Discrete random variables	● Further integration ● Trigonometry ● Continuous random variables and the normal distribution ● Sampling and proportions ● Interval estimates for proportions

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Problem-solving and modelling task	20%	Formative internal assessment 3 (FA3): ● Examination	15%
Formative internal assessment 2 (FA2): ● Examination	15%		
Formative Practice Examination: 50%			

Summative assessment

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

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, 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

Objectives

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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics,proof, vectors and matrices ● Combinatorics ● Vectors in the plane ● Introduction to proof ● Algebra of vectors in two dimension ● Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** ● Complex numbers ● Complex arithmetic and algebra ● Circle and geometric proofs ● Trigonometry and functions ● Matrices and transformations	**Further complex numbers, proof vectors, matrices** ● Further complex numbers ● Mathematical induction and trigonometric proofs ● Vectors in two and three dimensions ● Vector calculus ● Further matrices	**Further calculus and statistical inference** ● Integration techniques ● Applications of integral calculus ● Rates and change and differential equations equations ● Modelling motion ● Statistical inference

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Problem-solving and modelling task	20%	Formative internal assessment 3 (FA3): ● Examination	15%
Formative internal assessment 2 (FA2): ● Examination	15%		
Formative Practice Examination: 50%			

Summative assessment

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

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.

Syllabus Objectives

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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money ● Fundamental topic: Calculations ● Number ● Representing data ● Managing money	**Data and travel** ● Fundamental topic: Calculations ● Time and motion ● Data collection ● Graphs	**Measurement, scale and chance** ● Fundamental topic: Calculations ● Measurement ● Scales, plans and models ● Probabilities and relative frequencies	**Graphs, data and loans** ● Fundamental topic: Calculations ● Bivariate graphs ● Summarising and comparing data ● Loans and compound interest

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): ● Problem-solving and modelling task	Formative internal assessment 3 (FA3): ● Problem-solving and modelling task
Formative internal assessment 2 (FA2): ● Examination	Formative internal assessment 4 (FA4): ● Examination

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 assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): ● Problem-solving and modelling task	Summative internal assessment 3 (IA3): ● Problem-solving and modelling task
Summative internal assessment 2 (IA2): ● Common internal assessment (CIA)	Summative internal assessment 4 (IA4): ● Examination

Health
General Subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

- Recognise and describe information about health-related topics and issues
- Comprehend and use health approaches and frameworks
- Analyse and interpret information about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Organise information for particular purposes
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- 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
Resilience as a personal health resource	Peers and family as resources for healthy living ● Alcohol (elective) or ● Body image (elective)	Community as a resource for healthy living ● Homelessness (elective) or ● Road safety (elective)	Respectful relationships in the post-schooling transition

Assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Investigation – analytical exposition	25%	Formative internal assessment 3 (FA3): ● Investigation – action research	25%
Formative internal assessment 2 (FA2): ● Examination – extended response	25%	Formative internal assessment 4 (FA4): ● Examination	25%

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Investigation – analytical exposition	25%	Summative internal assessment 3 (IA3): ● Investigation – action research	25%
Summative internal assessment 2 (IA2): ● Examination – extended response	25%	Summative external assessment (EA): ● Examination	25%

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
Motor learning, functional anatomy, biomechanics and physical activity ● Motor learning integrated with a selected physical activity ● Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity ● Sport psychology integrated with a selected physical activity ● Equity — barriers and enablers	Tactical awareness, ethics and integrity and physical activity ● Tactical awareness integrated with one selected 'invasion' or 'Net and court' physical activity ● Ethics and Integrity	Energy, fitness and training and physical activity ● Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Examination – combination responses	25%	Formative internal assessment 3 (FA3): ● Project - folio	25%
Formative internal assessment 2 (FA2): ● Project - folio	25%	Formative internal assessment 4 (FA4): ● Investigation - report	25%

Summative assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Project – folio	25%	Summative internal assessment 3 (IA3): ● Project – folio	30%
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%

| ● Investigation - report | | ● Examination – combination response | |

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:

- Comprehend accounting concepts, principles and processes.
- Synthesise accounting principles and processes.
- Analyse and interpret financial data and information.
- Evaluate practices of financial management to make decisions and propose recommendations.
- Create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting	Financial Reporting	Managing resources	Accounting – the big picture

● Introduction to accounting ● Accounting for today's businesses	● Performance analysis of a sole trader business ● End-of-period reporting for today's businesses	● Managing resources for a sole trader business ● Cash management	● Fully classified financial statement reporting and analysis for a sole trader business ● Complete accounting process for a sole trader business ● Performance analysis of a public company

Assessment

Formative assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Examination – combination response	25%	Formative internal assessment 3 (FA3): ● Examination – combination response	25%
Formative internal assessment 2 (FA2): ● Examination – short response	25%	Formative internal assessment 4 (FA4): ● Project – End of year reporting for a trading GST Business	25%

Summative assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Project- cash management	25%	Summative internal assessment 3 (IA3): ● Examination –combination response	25%
Summative internal assessment 2 (IA2): ● Examination – combination response	25%	Summative external assessment (EA): ● Examination –combination response	25%

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 and strategies
- Analyse and interpret business situations
- Evaluate business strategies
- Create responses that communicate meaning to suit the audience, context and purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation	Business growth	Business diversification	Business evolution
● Fundamentals of business ● Creation of business ideas	● Establishment of a business ● Entering markets	● Competitive markets ● Strategic development	● Repositioning a business ● Transformation of a business

Assessment

Formative assessment

The Unit 1 & 2 assessment will reflect the same pattern and assessment types as indicated below in Unit 3 & 4.

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 assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination – combination response	25%	Summative internal assessment 3 (IA3): ● Extended response – feasibility report	25%
Summative internal assessment 2 (IA2): ● Investigation – business report	25%	Summative external assessment (EA): ● Examination – combination response	25%

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:

- Devise historical questions and conduct research
- Comprehend terms, concepts and issues
- Analyse evidence from historical sources
- Evaluate evidence from historical sources
- Synthesise evidence from historical sources
- Communicate to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world ● French Revolution, 1789-1799	Movements in the modern world ● Empowerment of First Nations Australians since 1938	National experiences in the modern world ● Germany since 1914	International experiences in the modern world ● Australian engagement with Asia since 1945
● Russian Revolution 1905- 1920's	● Independence movement in Vietnam, 1945-1975	● China since 1931	● Cold War and its aftermath, 1945-2014

Assessment

Formative assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Examination – essay in response to historical sources	25%	Formative internal assessment 2 (FA2): ● Investigation – data report	25%
Formative internal assessment 3 (FA2): ● Investigation – historical essay based on research	25%	Formative internal assessment 4 (FA4): ● Examination– short responses to historical sources	25%

Summative assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination – extended response	25%	Summative internal assessment 2 (IA2): ● Investigation	25%
Summative internal assessment 3 (IA3): ● investigation	25%	Summative external assessment (EA):	25%

		● Examination – short responses to historical sources	

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.

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 to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4

Beyond reasonable doubt	Balance of probabilities	Law, governance and change	Human rights in legal contexts
• Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	• Civil Law foundations • Contractual obligations • Negligence and the duty of care	• Governance in Australia • Law reform within a dynamic society	• Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

Formative assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

In Units 3 and 4 students will complete a total of 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 results (A-E).

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – combination response	25%	Summative internal assessment 3 (IA3): • Investigation – analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation – inquiry report	25%	Summative external assessment (EA): • Examination – combination response	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, administration, diplomacy, defence, enterprise, arts, science, technology, sociology and education.

Objectives

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

- Comprehend Japanese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning.
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of language elements of Japanese to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Japanese.

Some additional benefits of learning a foreign language are: improved cognitive function, multi-tasking ability improves, improved memory, improvements in decision-making, more effective communication and improved understanding at first language, enhancement in other academic results, flexibility of thinking, improved self-confidence, improved sense of self (self-actualisation) and improved ability to collaborate and negotiate with others.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** ● Family/carers ● Peers ● Education	私達のまわり **Exploring our world** ● Travel and exploration ● Social customs ● Japanese influences around the world	私達の社会 **Our society; culture and identity** ●Lifestyles and leisure ●The arts, entertainment and sports ●Groups in society	私の将来 **My present; my future** ● The present ● Future choices

Assessment

Formative assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

In Units 3 and 4 students will complete a total of 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 results (A-E).

Summative assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination – short response	25%	Summative internal assessment 3 (IA3): ● Extended response- multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): ● Examination – extended response	25%	Summative external assessment (EA): ● Examination – combination response	25%

Social and Community Studies
Applied Subject

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

The subject is underpinned by a focus on developing knowledge and skills connected to personal development and social relationships. Students engage with this knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, the law, and technology. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Pathways

A course of study in Social and Community Studies will establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows students to manage change, to be resilient and adaptive, and to develop strategies so that they will cope with the demands, not only of everyday life, but also of further studies, employment, and future careers.

Objectives

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

- Explain personal and social concepts and skills
- Examine personal and social information
- Apply personal and social knowledge
- Communicate responses
- Evaluate projects

Structure

Social & Community Studies is a four-unit course of study over two years.

Unit 1	Unit 2	Unit 3	Unit 4
Lifestyle and financial choices ● Financial needs and income streams ● Lifestyle issues with local or personal connections	**Healthy choices for mind and body** ● Healthy minds, healthy futures ● Key influences in food and nutrition choices	**Relationships and work environments** ● Effective relationships in the workplace	**Legal and digital citizenship** ● Key values that underpin Australian law ● Digital technology use and implications for society

Assessment

Students complete a range of assessment tasks across the four units, including:

- Project: Contemporary Lifestyles
- Extended response: Money Management
- Investigation: Food and Nutrition
- Investigation: World of Work
- Extended Response: Law Matters
- Project: Digital Technology and Wellbeing

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 students 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. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and link the theory and practice in real-world and/or lifelife aquatic contexts.

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 orientated, 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

manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and executive procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

Pathways

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

Objectives

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

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

accomplish common goals. They learn to communicate effectively and efficiently by

Structure

Aquatic Practices is a four-unit course of study over two years.

Unit 1	Unit 2	Unit 3	Unit 4
Aquariums and Aquaculture ● Monitoring and maintaining aquariums and aquaponic systems ● Analyse processes of producing and marketing aquaculture products	**Coastlines and Navigation** ● Waves, ocean currents, coastal erosion, coastal engineering structures ● Methods of navigation and communication	**Marine Vessels** ● Explore oceanography, vessel design and marine engineering ● Analyse and interpret the effects of hull shape on performance and the impact of salt water on marine equipment	**Aquatic Ecosystems** ● Biodiversity, identifying species, measuring water quality ● Conservation and management techniques for aquatic ecosystems

Assessment

Students complete one assessment task for each unit in Year 11 and two assessment tasks for each unit in Year 12. The assessment techniques used in Aquatic Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: ● Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media ● Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: ● Product: 1 ● Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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 biology understanding and scientific inquiry 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:

- Give a detailed account of specific phenomena, concepts, theories, models and systems using scientific representation and language
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse data
- Interpret evidence
- Evaluate processes, claims and conclusions
- Investigate phenomena

Structure

Unit 1	Unit 2	Unit 3	Unit 4

Cells and multicellular organisms	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
• Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	• Homeostasis • Infectious diseases and epidemiology	• Biodiveristy and populations • Functioning ecosystems and succession	• Genetics and heredity • Continuity of life on Earth

Assessment

Formative assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): • Data test	20%	Formative internal assessment 3 (FA3): • Research investigation	20%
Formative internal assessment 2 (FA2): • Student experiment	30%		
Formative internal assessment 4 (FA4): 30% • Examination			

Summative assessment

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

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

Chemistry

General 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 chemistry understanding and scientific inquiry (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:

- Give a detailed account of specific phenomena, concepts, theories, models and systems using scientific representations and language
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse data
- Interpret evidence
- Evaluate processes, claims and conclusions
- Investigate phenomena

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions ● Properties and structure of atoms ● Properties and structure of materials ● Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** ● Intermolecular forces and gases ● Aqueous solutions and acidity ● Rates of chemical reactions	**Equilibrium, acids and redox reactions** ● Chemical equilibrium systems ● Oxidation and reduction	**Structure, synthesis and design** ● Properties and structure of organic materials ● Chemical synthesis and design

Assessment

Formative assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Data test	20%	Formative internal assessment 3 (FA3): ● Student experiment	20%
Formative internal assessment 2 (FA2): ● Research Investigation	30%		
Formative internal assessment 4 (FA4): 30% ● Examination			

Summative assessment

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

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

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 physics understanding and scientific inquiry (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:

- Give a detailed account of scientific phenomena, concepts, theories, models and systems using scientific representations and language

- Apply understanding of scientific concepts, theories, models and systems within their limitations

- Analyse data

- Interpret evidence

- Evaluate processes, claims and conclusions

- Investigate phenomena

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics ● Heating processes ● Ionising radiation and nuclear reactions ● Electrical circuits	**Linear motion and waves** ● Linear motion and force ● Waves	**Gravity and electromagnetism** ● Gravity and motion ● Electromagnetism	**Revolutions in modern physics** ● Special relativity ● Quantum theory ● The Standard Model

Assessment

Formative assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Data test	20%	Formative internal assessment 3 (FA3): ● Student experiment	20%
Formative internal assessment 2 (FA2): ● Research Investigation	30%		
Formative internal assessment 4 (FA4): 30% ● Examination			

Summative assessment

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

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

Design
General Subject

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will 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. Design equips students with highly transferable, future-focused thinking skills relevant to a global context.

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 visual representation skills.
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- 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
Stakeholder Centered Design ● Experiencing Design ● Design processes ● Design styles	**Commercial design** ● Explore – client needs and wants ● Develop – collaborative design	**Human-centred design** ● Designing with empathy	**Sustainable design** ● Explore – sustainable design opportunities ● Develop - redesign

Assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Examination – design challenge	20%	Formative internal assessment 3 (FA3): ● Project	25%
Formative internal assessment 2 (FA2): ● Project	30%	Formative external assessment 4 (FA4): ● Examination– design challenge	25%

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 assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Examination – design challenge	20%	Summative internal assessment 3 (IA3): ● Project	25%
Summative internal assessment 2 (IA2): ● Project	30%	Summative external assessment (EA): ● Examination– design challenge	25%

Furnishing Skills

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. 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 customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cabinetmaking	Furniture-making	Interior furnishing	Production in the bespoke furniture industry

Assessment

Furnishing Skills is a four-unit course of study. All units have two assessment instruments, multimodal and high-fidelity prototyping.

Exiting a course of study

Students will require a collection of evidence of work from units to completed throughout the course to determine their exit result. Each folio will include:

Practical Assessment (portfolio of visual evidence)

Multimodal Presentation (written or spoken)

Industrial Graphics
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.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in the building and construction, engineering and furnishing industrial sectors. With additional training and experience, potential employment opportunities may be found in drafting, licensed building designer and/or building consultant.

Objectives

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

- Demonstrate computer-aided drafting industry practices, and drawing production skills and drawing procedures.
- Interpret computer-aided drafting client briefs and technical information.
- Select computer-aided drafting industry practices, and drawing production skills and procedures.
- Sequence computer-aided drafting drawing production processes.
- Evaluate computer-aided drafting drawing production skills and procedures, drawings and computer-aided drafting models.
- Adapt computer-aided drafting drawing production plans, skills and procedures.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Computer-aided manufacturing	Drafting Residential Building	Graphics for engineering industry	Computer-aided drafting and modelling

Assessment

In each unit of work, students complete two assessments.

Exiting a course of study

Students will require a collection of evidence of work from units to completed throughout the course to determine their exit result. Each folio will include:

- Practical Assessment (computer-aided drawings)
- Multimodal Presentation (written or spoken)

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
Share	**Reflect**	**Challenge**	**Transform**
How does drama promote shared understandings of the human experience? ● Cultural inheritances of storytelling ● Oral history and emerging practices ● A range of linear and non-linear forms	How is drama shaped to reflect lived experience? ● Realism, including Magical Realism, Australian Gothic ● associated conventions of styles and texts	How can we use drama to challenge our understanding of humanity? ● Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre ● Associated conventions of styles and texts	How can you transform dramatic practice? ● Contemporary performance ● Associated conventions of styles and texts ● Inherited texts as stimulus

Assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Performance	20%	Formative internal assessment 3 (FA3): ● Project – practice-led project	35%
Formative internal assessment 2 (FA2): ● Project – dramatic concept	20%		
Formative internal assessment 4 (FA4): 25% ● Examination – extended response			

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 assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Performance	20%	Summative internal assessment 3 (IA3): ● Project – practice-led project	35%
Summative internal assessment 2 (IA2): ● Project – dramatic concept	20%		

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

Music is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

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
Design	**Identities**	**Innovations**	**Narratives**
Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:
• How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	• 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?	• How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	• How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): • Performance	20%	Formative internal assessment 3 (FA3): • Integrated Project	35%
Formative internal assessment 2 (FA2): • Composition	20%		
Formative internal assessment 4 (FA4): 25% • Examination			

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

Summative assessment

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

Music Extension (Performance or Composition)
General Subject

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

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

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

Pathways

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

The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music Extension develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

Structure

As this course is an extension of the Music General senior syllabus, it is only offered to students who have completed Units 1 and 2 of the Music General course. There is no Unit 1 or 2 for Music Extension.

Unit 3	Unit 4
Explore ● Key idea 1: Initiate best practice ● Key idea 2: Consolidate best practice	**Emerge** ● Key idea 3: Independent best practice

Assessment

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

Summative assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ● Composition 1 <u>or</u> Performance 1	20%	Summative internal assessment 3 (IA3): ● Composition project <u>or</u> Performance project	35%
Summative internal assessment 2 (IA2): ● Composition 2 <u>or</u> Performance 2	20%		
Summative external assessment (EA): 25% ● Examination – extended response			

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
Art as lens	**Art as code**	**Innovations**	**Narratives**
Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:
- Concept: lenses to explore the material world - Contexts: personal and contemporary - Focus: People, place, objects - Media: 2D, 3D, and time-based	- Concept: art as a coded visual language - Contexts: formal and cultural - Focus: Codes, symbols, signs and art conventions - Media: 2D, 3D, and time-based	- Concept: constructing knowledge as artist and audience - Contexts: contemporary, personal, cultural and/or formal - Focus: student-directed - Media: student-directed	- Concept: evolving alternate representations and meaning - Contexts: contemporary and personal, cultural and/or formal - Focus: continued exploration of Unit 3 student-directed focus - Media: student-directed

Assessment

In Units 1 and 2 students complete four formative assessments. These are the same structure as the assessment that is completed in Units 3 and 4 so that students are familiar with these techniques.

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): ● Investigation – inquiry phase 1	15%	Formative internal assessment 3 (FA3): ● Project – inquiry phase 3	35%
Formative internal assessment 2 (FA2): ● Project – inquiry phase 2	25%		
Formative internal assessment 4 (FA4): 25% ● Examination			

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

Summative assessment

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

Visual Arts in Practice
Applied Subject

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

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

Objectives

By the conclusion of the course of study, students will:
1. **Use visual arts practices.**
   When making, students use art-making modes, media, technologies and skills to create artworks. They develop independence across the course of study, selecting and refining use of visual arts practices according to their strengths and interests.
2. **Plan artworks.**
   When responding, students analyse key features of purpose and context to plan artworks. They make decisions, explore solutions and choose strategies to achieve goals.
3. **Communicate ideas.**
   When making, students use visual language to create artworks for specific purposes and in specific contexts. They interpret existing stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans) and generate and express individualised ideas or ways of working. Artworks may communicate representations, thoughts, feelings, experiences or observations.
4. **Evaluate artworks.**
   When responding, students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks. Students select and use visual arts terminology and language conventions when

producing written, spoken or signed evaluations.

Structure

The Visual Arts in Practice course is a four-unit course of study. The units may be studied in any order.

Unit Option A	Unit Option B	Unit Option C	Unit Option D
Looking inwards (self)	**Looking outwards (others)**	**Clients**	**Transform and Exceed**
Students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.	Students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.	Students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills.	Students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.

Assessment

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

- Two projects
- Two resolved artworks

Project	Visual Artwork
A response to a single task, situation and/or scenario	Students implement the design product to make a visual artwork
Two different components **Experimental Folio** - Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time based **Planning and Evaluation** One of the following	One of the following: **Resolved Artwork** - 2D, 3D, digital (static): up to 4 artworks - Time-based: up to 3 minutes

- Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media
- Written: up to 600 words

Spoken: up to 4 minutes, or signed equivalent

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Media Arts in Practice
Applied Subject

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media

Pathways

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

Objectives

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

1. Use media arts practices.

When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.

2. Plan media artworks.

When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas.

When making, students create media artworks that suit purpose and context. Students show making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations).

technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

4. **Evaluate media artworks.**

When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

Structure

The Media Arts in Practice course is a four-unit course of study. The units may be studied in any order.

Unit Option A	Unit Option B	Unit Option C	Unit Option D
Personal viewpoints Students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs.	**Representation** Students explore the concept of representation in media artworks.	**Community** Students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences.	**Persuasion** students explore the concept of persuasion in media artworks.

Assessment

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

- Two projects
- Two media artworks

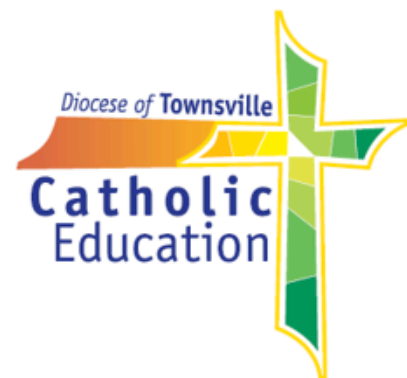| Project	Media Artwork
A response to a single task, situation and/or scenario	Students implement the design product to make a media artwork
Two different components **Design Product** ● Audio: up to 3 minutes ● Moving image: up to 3 minutes ● Still image: up to 4 media artworks **Planning and Evaluation**	One of the following: ● Audio: up to 3 minutes ● Moving image: up to 3 minutes ● Still image: up to 4 media artwork/s

One of the following

- Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media
- Written: up to 600 words

Spoken: up to 4 minutes, or signed equivalent

VOCATIONAL EDUCATION
AND **TRAINING**

Registered Training Organisation 31195

07 4773 0900 l enquiries.rto@tsv.catholic.edu.au

Diocese of Townsville
Catholic
Education

Qualification Code and Title	CPC10120 Certificate I in Construction

Registered Training Organisation and RTO Code	This qualification will be delivered at Southern Cross Catholic College on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7 The unit CPCCWHS1001 Prepare to work safely in the construction industry (Construction Industry White Card) is one of the core units of the qualification. This unit will be delivered at the school by TAFE Queensland – RTO 0275. For more information on this unit, see: https://tafeqld.edu.au/course/18/18519/general-construction-induction-training-gcit-skill-set
Subject Type	Vocational Education and Training
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face and will take place at your school
Course Length	2 years
Why study the qualification?	This pre-vocational course in construction and is recommended as a pre-apprenticeship pathway to a building and construction trade qualification. The qualification provides students with basic knowledge and skills necessary for entry into several building and construction trades.
Entry requirements and pre-requisites	There are no entry requirements or pre-requisites. Students must commence this course at the beginning of Year 11.
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:

	Core Units 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	Elective Units CPCCOM1015 Carry out measurements and calculations CPCCCM2006 Apply basic levelling procedures CPCCOM2001 Read and interpret plans and specifications

	CPCCWHS1001 Prepare to work safely in the construction industry* CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry	
Learning and Assessment	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways: ● Practical projects and portfolios ● Written tasks ● Observations - practical skills ● Oral questioning	
Work Placement	This qualification does not have mandatory work placement.	
Materials and Equipment	Materials, equipment and resources required for completion of the qualification will be provided by the school.	
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations	
Pathways	Completion of this qualification will provide students with skills and knowledge to apply for entry-level positions and apprenticeships in construction, carpentry, bricklaying, tiling, plumbing, plastering and painting.	
Cost	Students and parents are not required to pay a fee to complete this qualification. Townsville Catholic Education will cover the fee for TAFE Queensland to deliver the unit *CPCCWHS1001 Prepare to work safely in the construction industry.*	

Program Disclosure Statement (PDS)	This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school. To access the aforementioned PDS, visit: shorturl.at/gu025

The information contained in this document is correct at date of publication: 04/04/2023

UEE22020 Certificate II in Electrotechnology (Career Start)

If you are looking to become a qualified electrician, this pathway course is a pre-apprenticeship program that articulates towards UEE30820 -Certificate III in Electrotechnology Electrician qualification.

Delivery model
The qualification is delivered face-to-face at and by Ryan Catholic College every Wednesday for one year on behalf of Major training (RTO 6139).

What you will learn
The qualification comprises of the following units of competency:

UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
CPCWHS1001 Prepare to work safely in the construction industry
UEECD0019 Fabricate, assemble and dismantle industrial components
UEECD0020 Fix and secure electrotechnology equipment
UEECD0038 Provide solutions and report on routine electrotechnology problems
UEECD0046 Solve problems in single path circuits
UEECD0009 Carry out routine work activities in an energy sector environment
UEECD0021 Identify and select components, accessories and materials for energy sector work activities
UEECO0002 Maintain documentation
UEECD0052 Use routine equipment/plant/technologies in an energy sector environment UEERE0021 Provide basic sustainable energy solutions for energy reduction in residential premises
UEEAS0001 Assemble electronic components
UEEAS0004 Select electronic components for assembly

Entry requirements
Students must have demonstrated good results in Mathematics and Science, NAPLAN and achieve the benchmark results in a pre-course test.

Uniform
Students will be required to purchase and wear an electrotechnology shirt, navy work pants and work boots.

Fees and charges
Nil Student contribution fees for students eligible for VETiS. However, students will be required to pay Ryan Catholic College a $500 materials and resources fee and $60 for an electrotechnology shirt.

Qualification Code and Title	SIT10222 Certificate I in Hospitality

Registered Training Organisation & RTO Code	This qualification will be delivered at Southern Cross Catholic College) on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7
Subject Type	Vocational Education and Training
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face and will take place at your school.
Course Length and Commencement Date	The course will commence at the beginning of the school year. The course duration is one year.
Why study the qualification	This preparatory course offers you an introduction to hospitality and develops your skills and knowledge preparing you for your start in the industry. Learn the basic skills to work effectively, hygienically and safely, and discover how to provide customer information.
Entry Requirements and pre-requisites	There are no entry requirements or pre-requisites. Students may be required to complete a language, literacy and numeracy test prior to enrolment.
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:

	Core Units BSBTWK201 Work effectively with others SITXCCS009 Provide customer information and assistance SITXWHS005 Participate in safe work practices	Elective Units SITHIND005 Use hygienic practices for hospitality service TLIE1009 Carry our basic workplace calculations SITXCOM006 Source and present information

Learning and Assessment	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways: Written tasks Observations - practical skills, practical tests, functions

	Oral questioning
Work Placement	This qualification does not have mandatory work placement.
Special requirements	As part of the practical assessment requirements, students may be required to participate in functions and events inside and outside of Townsville Catholic Education V24/04/2025 Page 2 school hours.
Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided by the school. (schools to add in any additional uniform requirements)
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations
Pathways	Completion of this qualification will provide students with basic skills and knowledge to provide them with a pathway into the Hospitality Industry, including hotels, resorts, restaurants, pubs, cafes, cruise ships and airlines. Students can also complete additional VET or university study to advance themselves further in the Hospitality Industry.
Cost	Students and parents are not required to pay a fee to complete this qualification. All learning resources are provided by the school at no additional cost to ordinary school fees.

Program Disclosure Statement (PDS)	**This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school.** **To access the aforementioned PDS, visit: shorturl.at/gu025**

The information contained in this document is correct at date of publication: 24/04/2025

Qualification Code and Title	CHC30121 Certificate III in Early Childhood Education and Care

Registered Training Organisation and RTO Code	This qualification will be delivered at Ryan Catholic College by registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7
Subject Type	Vocational Education and Training
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face in Townsville on Wednesdays. Students will complete one day per month of face-to-face lessons and three days per month of vocational placement in a school setting. Face-to-face lessons will take place at Ryan Catholic College.
Course Length	1.5-2 years
Why study the qualification?	This course entry-level qualification is the minimum requirement for entry into the early childhood settings such as long day care centres, outside of school hours care (OSHC), family day care and kindergartens. Learn how to provide children with education and care, help to plan and develop educational programs, and work effectively in an early childhood setting.
Entry requirements and pre-requisites	Prior to receiving an offer into the course, students must provide evidence of a valid Blue Card (working with children check)
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:

Core Units CHCECE030 Support inclusion and diversity CHCECE031 Support children's health, safety and wellbeing CHCECE032 Nurture babies and toddlers CHCECE033 Develop positive and respectful relationships with children CHCECE034 Use an approved learning framework to guide practice CHCECE035 Support the holistic learning and development of children CHCECE036 Provide experiences to support children's play and learning CHCECE037 Support children to connect with the natural environment CHCECE038 Observe children to inform practice CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	CHCECE055 Meet legal and ethical obligations in children's education and care CHCECE056 Work effectively in children's education and care CHCPRT001 Identify and respond to children and young people at risk HLTAID012 Provide First Aid in an education and care setting* HLTWHS001 Participate in workplace health and safety Elective Units HLTFSE001 Follow basic food safety procedures CHCPRP003 Reflect on and improve own professional practice * This unit HLTAID012 Provide First Aid in an education and care setting will be completed with RTO – Coral Sea Training (RTO 32221).

Learning and Assessment	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways: ● Practical projects and portfolios ● Written tasks

	● Observations - practical skills ● Oral questioning ● Industry placement, third party report and log
Work Placement	In order to meet the requirements of the course, it is mandatory for students o complete a minimum of 160 hours of vocational work placement in a regulated education and care service in Australia and demonstrate the required knowledge and skills while on placement. Placement will be completed on one day per week on school days and on school holidays. Townsville Catholic Education and your school may be able to assist you to find vocational placement.
Special Requirements	Given this course is popular and student numbers are capped, students will be selected based on school attendance and application in Grade 10. It is also highly recommended that students are up-to-date with vaccinations as placement providers may require this. Students will also be required to have transport to the host school – Ryan Catholic College and their placement centre.
Materials and Equipment	Materials, equipment and resources required for completion of the qualification will be provided by the school. Students will be required to purchase a shirt to be worn while on placement.
Credit Transfer	The RTO will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations
Pathways	Completion of this qualification will provide students with skills and knowledge to apply for entry-level positions in early childhood settings such as long day care centres, outside of school hours care (OSHC) and kindergartens. Students can also complete additional VET or university study to advance themselves further in the industry. James Cook University will accept this course for direct entry into the Bachelor of Education (Early Childhood Education) providing that any prerequisite subject requirements have been met. See https://www.jcu.edu.au/pathways-to-university/vettafe
Cost	The total fee for this course is $1,200. Students and parents are required to pay the full $1,200 as part of school fees. On submitting evidence of completion, the school will reimburse half of the course cost ($600) as part of the VET Student Sponsorship Program. Additional mandatory course costs include: ● vocational placement shirt – approx. $40 All learning resources are provided by the school and RTO at no additional cost to ordinary school fees.

Program Disclosure Statement (PDS)	**This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school.** **To access the aforementioned PDS, visit: shorturl.at/gu025**

The information contained in this document is correct at date of publication: 24/04/2025

VOCATIONAL EDUCATION AND TRAINING

Registered Training Organisation   31195

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Diocese of Townsville
Catholic
Education

Registered Training Organisation and RTO Code	Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
Registered Training Organisation and RTO Code	**CHC30221 Certificate III in School Based Education Support**	
Subject Type	Vocational Education and Training	
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face in Townsville on Wednesdays. Students will complete one day per month of face-to-face lessons and three days per month of vocational placement in a school setting. Face-to-face lessons will take place at Southern Cross Catholic College.	
Course Length	1-1.5 years	
Why study the qualification?	This entry-level qualification will provide you with skills and knowledge required to work as a school officer – assisting student learning (teacher aide) in various school settings. It is also relevant to students who would like to become a teacher, where further university studies are required. Learn how to support teachers in providing school-aged children with assistance with learning, literacy, numeracy and communication skills.	
Entry requirements and pre-requisites	Prior to receiving an offer into the course, students must provide evidence of a valid Blue Card (working with children check)	
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:	
	Core Units CHCEDS033 Meet legal and ethical obligations in an education support environment CHCEDS059 Contribute to the health, safety and wellbeing of students CHCEDS035 Contribute to student education in all developmental domains CHCEDS060 Work effectively with students and colleagues CHCEDS034 Contribute to the planning and implication of educational programs	CHCECE061 Support responsible student behaviour CHCEDS057 Support students with additional needs in the classroom Elective Units CHCPRT001 Identify and respond to children and young people at risk CHCDIS007 Facilitate the empowerment of people with disability HLTWHS001 Participate in workplace health and safety

	CHCEDS036 Support the development of literacy and oral language skills CHCEDS037 Support the development of numeracy skills CHCDIV001 Work with diverse people	CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples' cultures CHCEDS050 Support Aboriginal and/or Torres Strait Islander education
Learning and Assessment	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways: ● Practical projects and portfolios ● Written tasks ● Observations - practical skills ● Oral questioning ● Industry placement, third party report and log	
Work Placement	In order to meet the requirements of the course, it is mandatory for students to complete a minimum of 100 hours of vocational work placement in an approved school setting. Placement will be completed in school hours, on school days. Townsville Catholic Education and your school may be able to assist you to find vocational placement.	
Special Requirements	Students will also be required to have their own transport to the host school – Southern Cross Catholic College and their placement school. It is also recommended that students are up-to-date with general vaccinations.	
Materials and Equipment	Materials, equipment and resources required for completion of the qualification will be provided by the school.	
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations	
Pathways	Completion of this qualification will provide students with skills and knowledge to apply for entry-level teacher aide positions in school settings. Students can also complete additional VET or university study to advance themselves further in the education industry. James Cook University will accept this course for direct entry into the Bachelor of Education (Early Childhood, Primary or Secondary) providing the that prerequisite subject requirements have been met. See https://www.jcu.edu.au/pathways-to-university/vettafe	
Cost	The total fee for this course is $1050. Students and parents are required to pay the full $1050 as part of school fees. On submitting evidence of completion, the school will reimburse half of the course cost ($525) as part of the VET Student Sponsorship Program. All learning resources are provided by the school and RTO at no additional cost to ordinary school fees. The vocational placement shirt will be at an additional cost to students – approx. $40	

Program Disclosure Statement (PDS)	This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school. To access the aforementioned PDS, visit: shorturl.at/gu025

2024 EDITION

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

1300 303 715
admin@binnacle.com.au
binnacletraining.com.au

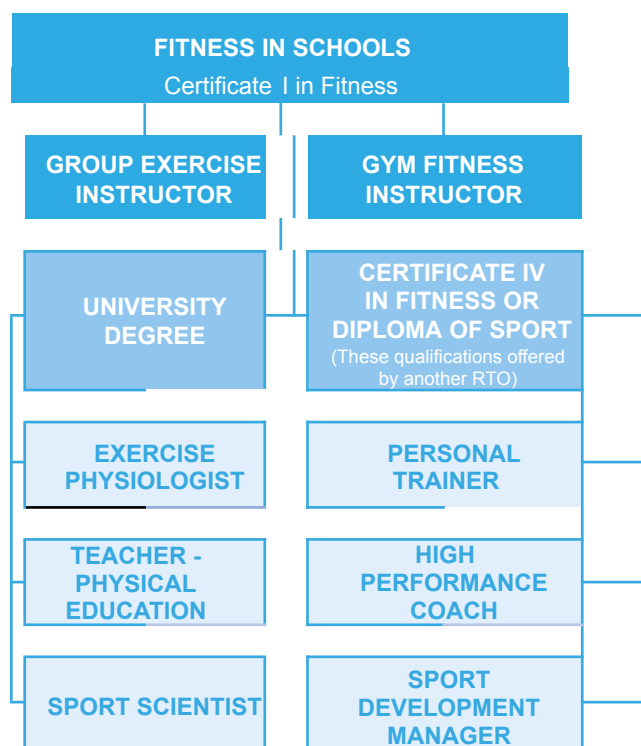Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

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

WHAT DO STUDENTS ACHIEVE?

› SIS30321 Certificate III in Fitness (max. 8 QCE Credits)

› Entry qualification: SIS20122 Certificate II in Sport and Recreation

› The nationally recognised First Aid competency - HLTAID011 Provide First Aid

› Community Coaching - Essential Skills Course (non- accredited), issued by Australian Sports Commission

› Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREERS PATHWAYS

FITNESS IN SCHOOLS
Certificate I in Fitness

GROUP EXERCISE INSTRUCTOR

GYM FITNESS INSTRUCTOR

UNIVERSITY DEGREE

CERTIFICATE IV IN FITNESS OR DIPLOMA OF SPORT
(These qualifications offered by another RTO)

EXERCISE PHYSIOLOGIST

PERSONAL TRAINER

TEACHER - PHYSICAL EDUCATION

HIGH PERFORMANCE COACH

SPORT SCIENTIST

SPORT DEVELOPMENT MANAGER

WHAT DO STUDENTS ACHIEVE?

› Client screening and health assessment

› Planning and instructing fitness programs

FLEXIBLE PROGRAMS   **PRACTICAL-BASED LEARNING**   **RESOURCES PROVIDED**

Binnacle Training 2024 Course Snapshot

SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION
(or as a Standalone Qualification: SIS30321 Certificate III in Fitness)
Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standard qualification – 15 units
Dual Qualification – Additional 8 units

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
 $365.00 per person (Cert II

TERM 1	**TOPICS** › Binnacle Lounge Induction › The Sport, Fitness & Recreation (SFR) Industry › Apply Knowledge of Coaching Practices **PROGRAMS** › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 2	**TOPICS** › Perform Research and Create a Group Presentation › Organise and Complete Work Tasks **PROGRAMS** › Group Nutrition Presentation: Create and Deliver a Presentation to your Peers › Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants
TERM 3	**TOPICS** › Cardio and Conditioning Programs › Anatomy and Physiology › The SFR Industry **PROGRAMS** › One-on-One Cardio Program › Group Conditioning Sessions for Adolescent Participants
TERM 4	**TOPICS** › Anatomy and Physiology › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions › Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants

QUALIFICATION SCHEDULED FOR FINALISATION	
SIS20115 CERTIFICATE II IN SPORT AND RECREATION	
TERM 5	**TOPICS** › Anatomy and Physiology › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	**TOPICS** › Screening and Health Assessments › Specific Population Clients › Older Clients **PROGRAMS** › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions

entry qualification =
$265.00 + Cert III Gap Fee =
$100.00)
(+ First Aid $55.00)

QCE Outcome:
Maximum 8 QCE Credits

	TOPICS
	› Older Clients
	› Specific Populations
TERM 7	**PROGRAMS**
	Group Exercise and Gym-based One-on-One Sessions:
	› Female and Male Adults aged 18+; and
	› Older adults aged 55+

UNITS OF COMPETENCY

HLTAID011	Provide First Aid	BSBWOR202	Organise and complete daily work activities	BSBPEF301	Organise personal work priorities
HLTWHS001	Participate in workplace health and safety	BSBTEC201	Use business software applications	SISFFIT035	Plan group exercise sessions
SISXEMR001	Respond to emergency situations	BSBTEC202	Use digital technologies to communicate in a work environment	SISFFIT036	Instruct group exercise sessions
SISXIND001	Work effectively in sport, fitness and recreation environments	BSBTEC203	Research using the internet	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCAI002	Assist with activity session			SISFFIT033	Complete client fitness assessments
SISXIND002	Maintain sport, fitness and recreation industry knowledge	ICTICT203	Operate application software packages	SISFFIT052	Provide healthy eating information
SISXCCS001	Provide quality service	BSBSUS201	Participate in environmentally sustainable work practices	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBSUS211	Participate in sustainable work practices	BSBOPS304	Deliver and monitor a service to customers	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

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

BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

This program also includes the following:

› Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss

› Students examine business opportunities and participate in an Industry discovery

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

CAREERS PATHWAYS

BUSINESS IN SCHOOLS
Certificate III in Business

UNIVERSITY DEGREE

CERTIFICATE IV / DIPLOMA
(e.g. Business; Small Business Management)

BUSINESS OWNER

BUSINESS MANAGER

ACCOUNTANT / BUSINESS ADVISOR

CUSTOMER SERVICE MANAGER

MARKETING MANAGER

SKILLS AQUIRED

› Leadership, innovation and creative thinking

› Customer service and teamwork

› Inclusivity and effective communication

WHAT DO STUDENTS ACHIEVE?

› BSB30120 Certificate III in Business (max. 8 QCE Credits)

› Successful completion of the Certificate III in Business may contribute towards a student's

FLEXIBLE PROGRAMS   **PRACTICAL-BASED LEARNING**   **RESOURCES PROVIDED**

Binnacle Training 2024 Course Snapshot

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line
Please consult Binnacle Training to discuss Fast-Track options

Units of Competency:
13 (6 Core Units, 7 Elective Units)

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$265.00 per person

QCE Outcome:
Maximum 8 QCE Credits

TERM 1

TOPICS
› Introduction to the Business Services Industry
› Personal Wellbeing in the Workplace
› Organise Personal Work Priorities

PROJECTS
› Wellbeing in the Workplace

TERM 2

TOPICS
› Develop and Apply Knowledge of Personal finances

PROJECTS
› Knowledge of Personal Finances

TERM 3

TOPICS
› Workplace Health and Safety
› Sustainable Work Practices

PROJECTS
› WHS Processes at the 'Go! Regional' Travel Expo

TERM 4

TOPICS
› Inclusive Work Practices
› Engage in Workplace Communication

PROJECTS
› Inclusivity and Communication in the Workplace

TERM 5

TOPICS
› Work in a Team
› Critical Thinking Skills

PROJECTS
› Critical Thinking at Go! Travel

TERM 6

TOPICS
› Create Electronic Presentations
› Create Presentations Using PowerPoints
› Write Simple Documents

PROJECTS
› Binnacle Boss (Part 1) – Business Proposal

TERM 7

TOPICS
› Critical Thinking and Problem Solving

PROJECTS
› Binnacle Boss (Part 2) – Market Day / Entrepreneurship Expo

UNITS OF COMPETENCY

BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
FNSFLT311	Develop and apply knowledge of personal finances
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBXCM301	Engage in workplace communication
BSBTWK301	Use inclusive work practices
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers

Delivered in Partnership with
Connect 'n' Grow® RTO number: 405018

HLT33115 Certificate III in Health Services Assistance
(including HLT23221 Certificate II in Health Support Services)

Qualification description
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, recognising healthy body systems and working with diverse people.
Refer to training.gov.au for specific information about the qualification.

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.
International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location
This is a two-year course, delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
● face-to-face training
● practicals and scenarios
● online learning

Fees
The total Fee For Service cost of these courses [Cert II and Cert III] is $998. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Points
Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

Course Units Year 1 (Cert II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services (Credit Transfer)
HLTWHS001	Participate in workplace health and safety (Credit Transfer)
CHCDIV001	Work with diverse people (Credit Transfer)
HLTINF006	Apply basic principles and practices of infection
CHCCCS010	prevention and control (Credit Transfer)
HLTHSS011	Maintain a high standard of Service (Credit Transfer)

Course Units Year 2 (Cert III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology

Assessment
Assessment is competency based. Assessment techniques include:
● observation
● folios of work
● questionnaires
● written and practical tasks

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 industry experience to be a very important inclusion of the Certificate III qualifications.

BSBPEF301	Organise personal work priorities	Pathways
HLTAID011	Provide first aid	
HLTAID009	Provide cardiopulmonary resuscitation	Potential options may include:
HLTAID010	Provide basic emergency life support	● Various Certificate IV qualifications
CNCINM002	Meet community information needs	● Diploma of Nursing
CHCCCS009	Facilitate responsible behaviour	● Bachelor Degrees (B.Nursing)
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	● entry level employment within the health industry.

Obligation

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

External Provider - Aviation Australia

Qualification description

Obtaining your Remote Pilots Licence (RePL) is the first step to being able to operate remotely piloted aircraft systems (RPAS), otherwise known as drones or UAVs, for commercial or business purposes without many weight or operating restrictions. The unmanned aviation industry is set to grow significantly in the coming years and remotely piloted aircraft (RPA) are replacing manned aircraft in many roles.

Anyone can undertake remote pilot training, even if you have never flown a drone before. Aviation Australia offers a Certificate III in Aviation (Remote Pilot), which covers the training required to legally operate a remotely piloted aircraft. This course includes the theoretical and operational (practical) training required to obtain your RePL and kick-start your drone career. The Certificate III is an academic qualification which you can either use as a stand-alone set of skills or build on by gaining further aviation qualifications such as the Diploma of Aviation Management.

Learning Outcomes & Experiences
- AVI30419 Certificate III in Aviation (Remote Pilot);
- CASA Remote Pilot Licence (RePL)*;
- CASA Aeronautical Radio Operators Certificate (AROC)*

subject to eligibility and Civil Aviation Safety Authority (CASA) approval

Fees

This course is approved for funding by the Queensland Government through the Certificate III Guarantee - Vocational Education and Training in Schools (VETiS) program. Information on VETiS can be found:
https://training.qld.gov.au/providers/funded/vetis

If students qualify for the VETIS funding, there is no cost associated with this course. If students have already utilised their VETiS funding, the cost of the certificate is $1,500.

To be eligible to enrol in VETiS funding, students must:
- Be currently enrolled in either Year 10, 11 or 12 at a Queensland school;
- Be an Australian citizen, Australian permanent resident (includes humanitarian entrant); New Zealand citizen or temporary resident with the necessary visa and work permits on the pathway to permanent residency;
- Not be enrolled in or have completed a qualification under VETiS funding previously.

Course units

To attain an AVI300419 Certificate III in Aviation, 14 units of competency must be achieved:

Unit code	Title
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations.
AVIE0003	Operate aeronautical radio
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIG0003	Work effectively in the aviation industry

Duration and location

18- month course delivered onsite at Southern Cross Catholic College

Materials, Equipment

32gb USB for 2yr course

BYOx Laptop Requirements

Base level laptop is acceptable

Delivery modes

Multiple delivery modes may be used in teaching and learning of this qualification. These include:
- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Assessment

Assessment for the Certificate III in Aviation (Remote Pilot) will be related to real life industry situations and is based on a consistent demonstration of competency. All assessment is competency-based, and may include:
- Practical observations and testing
- Theoretical questioning
- Portfolio
- Structured workplace learning
- Online assessment questions and revision

Pathways

There are many different pathways available to work in the unmanned piloting industry. Below are some examples of the different industries utilising the skill set taught in this course.
- Industrial inspections
- 3D mapping
- Surveying
- Emergency services
- Scientific research and environmental monitoring
- Agriculture
- Drone photography and videography

Any queries: please contact Harley Foley
hfoley2@sctsv.catholic.edu.au

Or the Remote Pilot VETiS Team on 07 3860 0900 or via email:

AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIW0006	Perform infrastructure inspections using remote operated systems
AVIW0007	Perform aerial mapping and modelling using remote pilot aircraft system

RTO Obligation

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results by Aviation Australia. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Aviation Australia. Aviation Australia guarantees that the student will be provided with every opportunity to complete the qualification. They do not guarantee employment upon completion of this qualification. Complaints and appeals are managed by Aviation Australia.

IVET Institute Pty Ltd
RTO No: 40548
ICT30120 Certificate III in Information Technology

Qualification description

The Certificate III in Information Technology program develops a broad set of fundamental skills such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.

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

Entry requirements

There are no entry requirements for this qualification. At enrolment students will need to provide their Unique Student Identifier (usi.gov.au) and complete an LLN test to determine suitability and any support needs.

Duration and location

This is a 2 year course delivered in Years 11 and 12 on site with qualified school staff via a third party arrangement with IVET Institute.

Delivery modes

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

- face-to-face instruction
- practicals and scenarios
- online training

Fees

The total Fee for Service cost is $605. $345 for first year and $260 for 2nd year.

Subject Type

VET Qualification

QCE Points

Maximum of 8 credits.
May contribute towards ATAR.

Course Units

Students must successfully complete all 12 units of competency (6 core units plus 6 elective* units) to attain this qualification.

Unit code	Title
BSBXTW301	Work in a team
BSBCRT301	Develop and extend critical and creative thinking skills
ICTSAS305	Provide ICT advice to clients
BSBXCS303	Securely manage personally identifiable information and workplace information
ICTPRG302	Apply introductory programming techniques
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTICT213	Use computer operating systems and hardware*
ICTICT214	Operate application software packages*
ICTSAS311	Maintain computer hardware*
ICTSAS308	Run standard diagnostic tests*
ICTWEB306	Develop web presence using social media*
BSBXCS301	Protect own personal online profile from cyber security threats*

Assessment

Assessment is competency based. Assessment techniques include but not limited to:

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

Pathways

Potential options may include:

- entry level employment within the IT and Support Service industries
- Certificate IV Information Technology; Certificate IV in Cyber Security
- Diploma qualifications (Information Technology)
- Bachelor Degrees (Information Technology)

Obligation

Students will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by IVET Institute Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

| ivet.edu.au | 1300 004 838 | admin@ivet.edu.au |

Contact Details

College Leadership

Principal	Ms Megan Wuersching mwuersching1@sctsv.catholic.edu.au
Deputy Principal	Mr Jaye Beutel jbeutel1@sctsv.catholic.edu.au
Assistant Principal Learning and Teaching (Secondary)	Mrs Virginia Snee vsnee1@sctsv.catholic.edu.au
Assistant Principal Religious Education (Secondary)	Mr Steven Cooke scooke1@sctsv.catholic.edu.au
Assistant Principal Administration (Secondary)	Mrs Bree Denniss bdenniss1@sctsv.catholic.edu.au
Careers and Senior Pathways	Mrs Therese Escriva tescriva@sctsv.catholic.edu.au
VET Program Leader	TBA
Careers/VET Support Officer	Mrs Fiona Glendenning fglendenning@sctsv.catholic.edu.au

Curriculum Leaders

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Mathematics	Ms Belinda Benson bbenson1@sctsv.catholic.edu.au
Science	Mr Hamilton Wright hwright1@sctsv.catholic.edu.au
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Health & Physical Education	Mr Andrew Bent abent3@sctsv.catholic.edu.au
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Digital Technologies & Aviation	Mr Harley Foley hfoley2@sctsv.catholic.edu.au
Japanese	Mr Mark Ivory mivory@sctsv.catholic.edu.au
Inclusive Education	Ms Peta Lynch plynch5@sctsv.catholic.edu.au