

2024



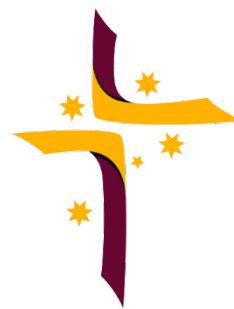
senior pathways guide

SOUTHERN CROSS CATHOLIC COLLEGE

“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

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FROM THE *Principal*

Dear Parents and Carers,

Southern Cross Catholic College is continuing its pursuit of senior academic and vocational education excellence through focusing on preparing each student to meet the challenges of the future through developing their life-long learning skills. Whether it's for further study at a tertiary institution, an apprenticeship or entry into the workforce, the college, through its core and electives approach to curriculum design, aims to prepare our students for whatever field they wish to pursue.

Senior Secondary are very important academic years in which students refine and develop their learning skills so that they can become successful, self-confident learners. The Senior Pathways Handbook is a tool for finding out about Year 11 and 12 pathways and subsequent subject choices in 2024. The pathways are our way of clearly identifying how each student is planning to complete Year 11 and 12 and successfully fulfil the entry requirements for their post-school destination. Students are encouraged to discuss their options with teachers and parents to facilitate making suitable choices. It is important to choose wisely so that learning is relevant, stimulating and supportive of needs, interests and talents. It is equally important that students focus on a positive approach to learning in which the joy and value of work is appreciated and their hard work and persistence pays off.

The staff at Southern Cross Catholic College is committed to encouraging and supporting students to achieve high academic standards so that each individual develops into an active and informed citizen. Our Junior and Senior Secondary learning, careers and pastoral programs enable teachers and support staff to work with students to set clear goals and plan and implement strategies that help them reach their potential and understand that striving daily to do their utmost, is essential to success.

Together, we are dedicated to creating a culture that encourages, supports and develops our students through these transition years while building their sense of connectedness and responsibility within the community.



Sincerely,

Greg Cameron
College Principal

Introduction

In preparation for the Year 11 academic program in 2024, 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 2024 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), the Careers Adviser, 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.

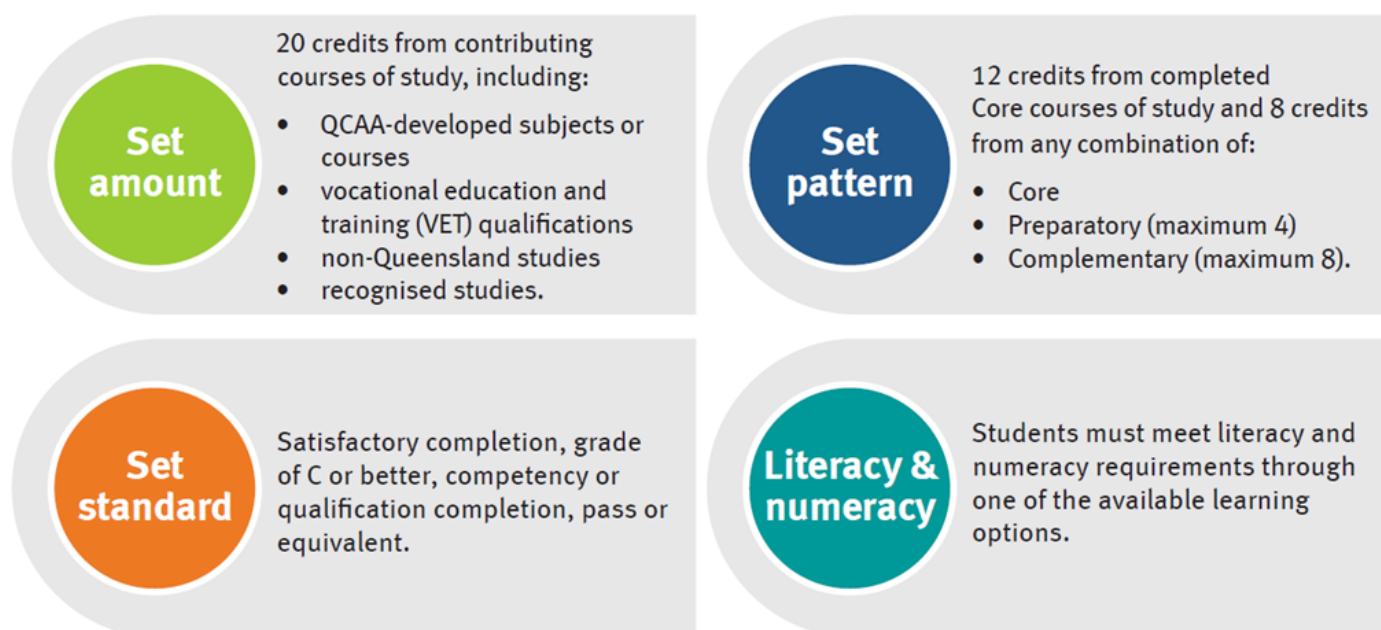
The SCCC Careers Website is available via <https://www.sctsvcareers.com.au>

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.



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	PREPATORY COURSES (maximum of 4 credits)	QCE Credits per course
QCAA General & Applied subjects	up to 4	Certificate I qualification	up to 4
QCAA Extension subjects	up to 2	QCAA Short courses	1
Certificate II qualifications	up to 4	COMPLIMENTARY COURSES (maximum of 8 credits)	QCE Credits per course
Certificate III and IV qualifications	up to 8	University Subjects <i>(while at school)</i>	up to 4
School-based apprenticeships	up to 6	Diplomas / Adv. Diplomas <i>(while at school)</i>	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	<ul style="list-style-type: none">General subjects are <i>academically focussed</i>. 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	<ul style="list-style-type: none">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 <u>no external examination</u> for Applied subjects.	
School-Based VET Certificates	<ul style="list-style-type: none">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)	<p>Successful completion of VET certificates will deliver the following QCE credits, based on the course:</p> <ul style="list-style-type: none">Certificate I – up to 3 creditsCertificate II – up to 4 creditsCertificate III – 5-8 creditsCertificate IV – 5-8 credits
External VET Certificates	<ul style="list-style-type: none">Delivered externally (eg: at TAFE or another provider) or online.May require the student to be absent from school on Wednesdays to attend training.	<p>Assessed through small, ongoing competency-based tasks for the duration of the course.</p>
School-Based Apprenticeships and Traineeships	<ul style="list-style-type: none">Delivered externally, including on-the-job and RTO-provided training. Requires the student to be absent from school every Wednesday to attend work.	<p>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.</p>
University subjects	<ul style="list-style-type: none">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)	<ul style="list-style-type: none">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.	

Choosing a QCE pathway

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

ATAR PATHWAY

- ✓ Eligible for a QCE
- ✓ Eligible for an ATAR
- ✓ Apply directly to QTAC for university entry

The ATAR is the primary mechanism used for school leavers seeking entrance to tertiary study at Australian universities.

QTAC is responsible for calculating ATARs. The calculation of an ATAR is based on a student's:

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

QTAC has advised that, in general, **choosing five General subjects will lead to a higher ATAR** than four general and one applied or Certificate III.

Students choosing an ATAR pathway must select **6 subjects** as follows:

1. Choose an **English subject**:
 - English or Literature
2. Choose a **Mathematics subject**:
 - General Mathematics or Mathematical Methods
3. Choose **any General** subject
4. Choose **any General** subject
5. Choose **any subject** – this could be General, Applied or VET
6. All students study **Religion & Ethics** (Applied)

VOCATIONAL PATHWAY

- ✓ 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.*

Students following this pathway would intend to find work directly after school, become trainees or apprentices, or go on to further TAFE or VET study.

Students in this pathway may also seek school-based apprenticeships or traineeships (SBAT). When placed in a SBAT, students attend work placement and/or external training every Wednesday instead of attending school.

Students who include a Certificate III or higher level qualification in their course selections may be eligible for entry into selected courses at some universities. Information is available from each university or from our college's Careers Adviser.

Students choosing a Vocational pathway must select **6 subjects** as follows:

1. Choose **Essential English** unless a general English subject is a prerequisite for potential future pathways
2. Choose **Essential Mathematics** unless General Mathematics is a prerequisite for potential future pathways
3. Choose **any subject**
4. Choose **any subject**
5. Choose **any subject**
(We recommend that these are Applied subjects or VET courses)
6. All students study **Religion & Ethics** (Applied)

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 zero benefit 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 Careers Officer 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 apprentice's 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 *Careers Adviser* and *Careers Officer*. 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 2024 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 2024 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 *Prerequisites*

QCAA GENERAL SUBJECTS

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

English Learning Area

English	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential 	Page 19
Literature	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential 	Page 23
English and Literature Extension	<ul style="list-style-type: none"> Available to Year 12 students only Minimum B standard in Units 1 and 2 of the senior English <u>or</u> Literature subject Concurrent enrolment in senior English <u>or</u> Literature 	Page 25

Mathematics Learning Area

General Mathematics	<ul style="list-style-type: none"> Minimum C standard in Year 10 Mathematics is essential 	Page 29
Mathematical Methods	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential Minimum C Standard in Year 10 Optional Mathematics (Advanced) 	Page 31
Specialist Mathematics	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential Minimum C Standard in Year 10 Optional Mathematics (Advanced) Must also choose Mathematical Methods 	Page 33

Science Learning Area

Biology	<ul style="list-style-type: none"> Minimum B standard in Year 10 Mathematics is essential Minimum B standard in Year 10 Science is essential 	Page 55
Chemistry	<ul style="list-style-type: none"> 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 57
Physics	<ul style="list-style-type: none"> 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 59

Humanities and Languages Learning Area

Accounting	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential Minimum C standard in Year 10 Mathematics is essential 	Page 43
Business	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential 	Page 45
Japanese	<ul style="list-style-type: none"> Minimum C standard in Year 10 Japanese is essential 	Page 51

Legal Studies	<ul style="list-style-type: none"> Minimum C standard in Year 10 English and Humanities is essential 	Page 49
Modern History	<ul style="list-style-type: none"> Minimum C standard in Year 10 English and Humanities is essential 	Page 47
Health and Physical Education Learning Area		
Health	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential 	Page 37
Physical Education	<ul style="list-style-type: none"> 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 39
The Arts Learning Area		
Drama	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential Minimum C standard in Year 10 Drama <u>or</u> acting/theatre experience 	Page 71
Music	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential Minimum C standard in Year 10 Music <u>or</u> proficiency in an instrument/voice 	Page 73
Music Extension	<ul style="list-style-type: none"> 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 75
Visual Art	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential Minimum C standard in Year 10 Visual Art is essential 	Page 77
Technologies Learning Area		
Design	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential Minimum C standard in Year 10 Design is recommended but not essential 	Page 61
Digital Solutions	<ul style="list-style-type: none"> Minimum C standard in Year 10 English is essential Minimum C standard in Year 10 Mathematics is essential 	Page 63



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	<ul style="list-style-type: none"> No prerequisites 	Page 19
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English Learning Area

Essential English	<ul style="list-style-type: none"> No prerequisites 	Page 27
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Mathematics Learning Area

Essential Mathematics	<ul style="list-style-type: none"> No prerequisites 	Page 35
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Humanities Learning Area

Social and Community Studies	<ul style="list-style-type: none"> No prerequisites 	Page 53
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Health and Physical Education Learning Area

Sport and Recreation	<ul style="list-style-type: none"> Willingness to actively participate in a variety of physical sport and recreation activities 	Page 41
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The Arts Learning Area

Media Arts in Practice	<ul style="list-style-type: none"> No prerequisites Interest in developing media arts skills is essential 	Page 81
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Visual Arts in Practice	<ul style="list-style-type: none"> No prerequisites Interest in developing visual arts skills is essential 	Page 79
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Technologies Learning Area

Furnishing Skills	<ul style="list-style-type: none"> No prerequisites Interest in developing woodwork skills is essential 	Page 65
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Information and Communication Technology	<ul style="list-style-type: none"> No prerequisites Interest in developing computer skills is essential 	Page 67
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Industrial Graphics Skills	<ul style="list-style-type: none"> No prerequisites Interest in the practices and processes required to manufacture products in a variety of industries is essential 	Page 69
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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	<ul style="list-style-type: none"> • Successful completion of Year 10 ITD would be an advantage. • A willingness to be involved and work as a team is essential. 	Page 83
Certificate II in Electrotechnology (Career Start)	<ul style="list-style-type: none"> • This prevocational course in Electrotechnology is recommended as a “Pre-Apprenticeship” pathway for full Certificate III in Electrotechnology, trade qualification. 	Page 85
Certificate II in Hospitality	<ul style="list-style-type: none"> • 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 86
Certificate II in Business	<ul style="list-style-type: none"> • 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 95
Certificate III in Early Childhood Education and Care	<ul style="list-style-type: none"> • There are no entry requirements or pre-requisites. Students must commence this course at the <u>beginning</u> of Year 11. 	Page 88
Certificate III in Fitness (with Certificate II in Sport and Recreation Embedded)	<ul style="list-style-type: none"> • There are no entry requirements or pre-requisites. Students must commence this course at the <u>beginning</u> 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)	<ul style="list-style-type: none"> • There are no entry requirements or pre-requisites. Students must commence this course at the <u>beginning</u> of Year 11. • An interest in working in the health services sector is essential. 	Page 97 / 98
Certificate III in School Based Education Support	<ul style="list-style-type: none"> • There are no entry requirements or pre-requisites. Students must commence this course at the <u>beginning</u> of Year 11 	Page 91

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 and the basis for engaging with others in diverse settings.

Objectives

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

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

Structure

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

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: <ul style="list-style-type: none">• written: 500–900 words• spoken: 2½–3½ minutes• multimodal: 3–6 minutes• performance: continuous class time• product: continuous class time.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.	Presented in one of the following modes: <ul style="list-style-type: none">• written: 600–1000 words• spoken: 3–4 minutes• multimodal: 4–7 minutes.



English General Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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):		Formative internal assessment 3 (FA3):	
<ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	<ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Formative internal assessment 2 (FA2):		Formative internal assessment 4 (FA4):	
<ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	<ul style="list-style-type: none"> 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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):		Summative internal assessment 3 (IA3):	
<ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	<ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2):		Summative External Assessment (EA):	
<ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	<ul style="list-style-type: none"> 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.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to 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
- 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 <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Texts and culture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • 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):	25%	Formative internal assessment 3 (FA3):	25%
<ul style="list-style-type: none"> • Examination – analytical written response 		<ul style="list-style-type: none"> • Extended response – imaginative written response 	
Formative internal assessment 2 (FA2):	25%	Formative internal assessment 4 (FA4):	25%
<ul style="list-style-type: none"> • Extended response – imaginative spoken/multimodal response 		<ul style="list-style-type: none"> • Examination – analytical written 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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination – analytical written response 		<ul style="list-style-type: none"> • Extended response – imaginative written response 	
Summative internal assessment 2 (IA2):	25%	Summative External Assessment (EA):	25%
<ul style="list-style-type: none"> • Extended response – imaginative spoken / multimodal response 		<ul style="list-style-type: none"> • Examination – analytical written response 	

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 challenge 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

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.

Structure

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 <ul style="list-style-type: none"> • Readings and defences • Complex transformation and defence 	Exploration and evaluation <ul style="list-style-type: none"> • 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):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Extended response – reading and defence 		<ul style="list-style-type: none"> • Extended response — academic research paper 	
Summative internal assessment 2 (IA2):	20%	Summative External Assessment (EA):	25%
<ul style="list-style-type: none"> • Extended response — complex transformation and defence 		<ul style="list-style-type: none"> • Examination — theorised exploration of unseen text 	

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 <ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian 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): <ul style="list-style-type: none"> Extended response – spoken/signed response 	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> Extended response – multimodal response
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> Extended response – imaginative spoken/multimodal response 	Formative internal assessment 4 (FA4): <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Examination – analytical written response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response – imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response – imaginative spoken / multimodal response 	25%	Summative External Assessment (EA): <ul style="list-style-type: none"> Examination – analytical 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:

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

Structure

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

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">• Examination	15%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">• Examination	15%		
Formative Practice Examination: 50%			

Summative assessment

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

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

Structure

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

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">• Examination	15%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">• Examination	15%		
Formative Practice Examination: 50%			

Summative assessment

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

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 branches of mathematics and statistics,

computer science, medicine, engineering, finance and economics.

Objectives

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

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

Structure

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

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

Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">Problem-solving and modelling task	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">Examination	15%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">Examination	15%		
Formative Practice Examination: 50%			

Summative assessment

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

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.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from number, data, location and time, measurement and finance
- comprehend mathematical concepts and techniques drawn from number, data, location and time, measurement and finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from number, data, location and time, measurement and finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> Fundamental topic: Calculations Number Representing data Graphs 	Money, travel and data <ul style="list-style-type: none"> Fundamental topic: Calculations Managing money Time and motion Data collection 	Language that influences <ul style="list-style-type: none"> Fundamental topic: Calculations Measurement Scales, plans and models Summarising and comparing data 	Representations and popular culture texts <ul style="list-style-type: none"> Fundamental topic: Calculations Bivariate graphs Probability and relative frequencies 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): <ul style="list-style-type: none"> Problem-solving and modelling task 	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> Problem-solving and modelling task
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> Examination 	Formative internal assessment 4 (FA4): <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Common internal assessment (CIA) 	Summative internal assessment 4 (IA4): <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Alcohol (elective) or Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> Sport psychology integrated with a selected physical activity Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> Tactical awareness integrated with one selected 'invasion' or 'Net and court' physical activity Ethics and Integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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	30%
Formative internal assessment 2 (FA2): • Project - folio	25%	Formative internal assessment 4 (FA4): • Investigation - report	20%

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): • Investigation - report	20%	Summative external assessment (EA): • Examination – combination response	25%

Sport and Recreation

Applied Subject

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting many regional, state and national sporting events. The skills developed in Sport & Recreation are oriented toward work, personal fitness and general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Active participation in physical activities is central to the learning in Sport & Recreation. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

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

Objectives

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

- Investigate activities and strategies connected with sport & recreation outcomes
- plan activities and strategies connected with sport & recreation outcomes
- perform activities and strategies connected to sport & recreation outcomes
- evaluate activities and strategies to connected to sport & recreation outcomes.

Structure

Sport & Recreation is a four-unit course of study. The four units are selected from available QCAA-developed units to suit the needs and interests of cohorts.

The highlighted units are the current units offered in this program at SCCC over the two year course of study. These, however, are not set and are still open to change.

Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context	Performance: up to 4 minutes Investigation, plan and evaluation One of the following: <ul style="list-style-type: none"> • Multimodal: up to 3 minutes • Spoken: up to 3 minutes • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context	Investigation and session plan One of the following: <ul style="list-style-type: none"> • Multimodal: up to 3 minutes • Spoken: up to 3 minutes • Written: up to 500 words Performance: up to 4 minutes Evaluation One of the following: <ul style="list-style-type: none"> • Multimodal: up to 3 minutes • Spoken: up to 3 minutes • Written: up to 500 words



Accounting General Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> Accounting for a trading GST business End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> Managing resources for a trading GST business — non-current assets Fully classified financial statement reporting for a trading GST business 	Accounting – the big picture <ul style="list-style-type: none"> Cash management Complete accounting process for a trading GST business Performance analysis of a listed 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): • Examination – combination response	25%	Summative internal assessment 3 (IA3): • Project – cash management	25%
Summative internal assessment 2 (IA2): • Examination – combination response	25%	Summative external assessment (EA): • Examination – short 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, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none">• Fundamentals of business• Creation of business ideas	Business growth <ul style="list-style-type: none">• Establishment of a business• Entering markets	Business diversification <ul style="list-style-type: none">• Competitive markets• Strategic development	Business evolution <ul style="list-style-type: none">• Repositioning a business• Transformation of a business

Assessment

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



Modern History

General Subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> French Revolution, 1789-1799 	Movements in the modern world <ul style="list-style-type: none"> Australian Indigenous rights movement since 1967 	National experiences in the modern world <ul style="list-style-type: none"> Germany, 1914-1945 	International experiences in the modern world <ul style="list-style-type: none"> Cold War – Yalta Conference
<ul style="list-style-type: none"> Russian Revolution 1905 	<ul style="list-style-type: none"> Independence movement in Vietnam, 1945-1975 	<ul style="list-style-type: none"> China, 1931-1976 	<ul style="list-style-type: none"> Australian engagement with Asia since 1945

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):	25%	Formative internal assessment 2 (FA2):	25%
<ul style="list-style-type: none"> Examination – essay in response to historical sources 		<ul style="list-style-type: none"> Investigation – data report 	
Formative internal assessment 3 (FA2):	25%	Formative internal assessment 4 (FA4):	25%
<ul style="list-style-type: none"> Investigation – historical essay based on research 		<ul style="list-style-type: none"> Examination – short responses to historical sources 	

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):	25%	Summative internal assessment 2 (IA2):	25%
<ul style="list-style-type: none"> Examination – essay in response to historical sources 		<ul style="list-style-type: none"> Investigation – historical essay based on research 	
Summative internal assessment 3 (IA3):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Independent source investigation 		<ul style="list-style-type: none"> 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.

Structure

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

Assessment

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 – argumentative 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, science, technology, sociology and education.

Objectives

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

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

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).

Structure

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

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 (IA1): • Examination – short response	15%	Formative internal assessment 3 (IA3): • Extended response	30%
Formative internal assessment 2 (IA2): • Examination – combination response	30%	Formative internal assessment 4 (IA4): • Examination- combination response	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 – short response	25%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination – combination 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 <ul style="list-style-type: none">• Financial needs and income streams• Lifestyle issues with local or personal connections	Healthy choices for mind and body <ul style="list-style-type: none">• Healthy minds, healthy futures• Key influences in food and nutrition choices	Relationships and work environments <ul style="list-style-type: none">• Effective relationships in the workplace	Legal and digital citizenship <ul style="list-style-type: none">• 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



Biology

General Subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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): <ul style="list-style-type: none">Data test	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">Research investigation	20%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">Student experiment	30%		
Formative internal assessment 4 (FA4): 30% <ul style="list-style-type: none">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): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">Examination			



Chemistry

General Subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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): <ul style="list-style-type: none">Data test	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">Student experiment	20%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">Research Investigation	30%		
Formative internal assessment 4 (FA4): 30% <ul style="list-style-type: none">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): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	30%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">Examination			



Physics

General Subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

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): <ul style="list-style-type: none">Data test	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">Student experiment	20%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">Research Investigation	30%		
Formative internal assessment 4 (FA4): 30%			
<ul style="list-style-type: none">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): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">Examination			



Design General Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> Experiencing Design Design processes Design styles 	Commercial design <ul style="list-style-type: none"> Explore – client needs and wants Develop – collaborative design 	Human-centred design <ul style="list-style-type: none"> Designing with empathy 	Sustainable design <ul style="list-style-type: none"> 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):	20%	Formative internal assessment 3 (FA3):	25%
<ul style="list-style-type: none"> Examination – design challenge 		<ul style="list-style-type: none"> Project 	
Formative internal assessment 2 (FA2):	30%	Formative external assessment 4 (FA4):	25%
<ul style="list-style-type: none"> Project 		<ul style="list-style-type: none"> Examination– design challenge 	

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



Digital Solutions

General Subject

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

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

Structure

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

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 – technical proposal	20%	Formative internal assessment 3 (FA3): • Project - folio	25%
Formative internal assessment 2 (FA2): • Project – digital solutions	30%	Formative internal assessment 4 (FA4): • Examination	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): • Investigation – technical proposal	20%	Summative internal assessment 3 (IA3): • Project - folio	25%
Summative internal assessment 2 (IA2): • Project – design solution	30%	Summative external assessment (EA): • Examination	25%

Furnishing Skills

Applied Subject

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)

Information & Communication Technology

Applied Subject

Pathways

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding 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 and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
App development	Audio and video production	Web development	Digital imaging and modeling

Assessment

Information & Communication Technology 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 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 How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms 	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts 	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus

Assessment

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): <ul style="list-style-type: none">• Performance	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">• Project – practice-led project	35%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">• Project – dramatic concept	20%		
Formative internal assessment 4 (FA4): 25% <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project – practice-led project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project – dramatic concept	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination – extended response			

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 Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? 	Identities Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music? 	Innovations Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians incorporate innovative music practices to communicate meaning when performing and composing? 	Narratives Through inquiry learning, the following is explored: <ul style="list-style-type: none"> 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): <ul style="list-style-type: none">Performance	20%	Formative internal assessment 3 (FA3): <ul style="list-style-type: none">Integrated Project	35%
Formative internal assessment 2 (FA2): <ul style="list-style-type: none">Composition	20%		
Formative internal assessment 4 (FA4): 25% <ul style="list-style-type: none">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): <ul style="list-style-type: none">Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Integrated Project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Composition	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">Examination			

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 <ul style="list-style-type: none"> Key idea 1: Initiate best practice Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> 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):	20%	Summative internal assessment 3 (IA3):	35%
• Composition 1 <u>or</u> Performance 1		• Composition project <u>or</u> Performance project	
Summative internal assessment 2 (IA2):	20%		
• Composition 2 <u>or</u> Performance 2			
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 Through inquiry learning, the following is explored: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	Art as code Through inquiry learning, the following is explored: <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	Innovations Through inquiry learning, the following is explored: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	Narratives Through inquiry learning, the following is explored: <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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):	15%	Formative internal assessment 3 (FA3):	35%
• Investigation – inquiry phase 1		• Project – inquiry phase 3	
Formative internal assessment 2 (FA2):	25%		
• Project – inquiry phase 2			
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):	15%	Summative internal assessment 3 (IA3):	35%
• Investigation – inquiry phase 1		• Investigation – inquiry phase 3	
Summative internal assessment 2 (IA2):	25%		
• Project – inquiry phase 2			
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) 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.	Looking outwards (others) 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.	Clients 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.	Transform and Exceed 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	One of the following:
Experimental Folio <ul style="list-style-type: none"> • Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time based 	Resolved Artwork <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artworks • Time-based: up to 3 minutes
Planning and Evaluation One of the following <ul style="list-style-type: none"> • 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	

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

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).

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	One of the following:
Design Product <ul style="list-style-type: none"> • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artworks 	<ul style="list-style-type: none"> • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s
Planning and Evaluation One of the following <ul style="list-style-type: none"> • 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 | enquiries.rto@tsv.catholic.edu.au

Qualification Code and Title		CPC10120 Certificate I in Construction
Registered Training Organisation and RTO Code	<p>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</p> <p>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</p>	
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:	
	<p>Core Units</p> <p>CPCCCM2004 Handle construction materials</p> <p>CPCCCM2005 Use construction tools and equipment</p> <p>CPCCCM1011 Undertake basic estimation and costing</p> <p>CPCCOM1012 Work effectively and sustainably in the construction industry</p> <p>CPCCOM1013 Plan and organise work</p> <p>CPCCVE1011 Undertake a basic construction project</p> <p>CPCCWHS1001 Prepare to work safely in the construction industry*</p> <p>CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</p>	<p>Elective Units</p> <p>CPCCOM1015 Carry out measurements and calculations</p> <p>CPCCCM2006 Apply basic levelling procedures</p> <p>CPCCOM2001 Read and interpret plans and specifications</p>

Learning and Assessment	<p>Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways:</p> <ul style="list-style-type: none"> • 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 <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> .

Program Disclosure Statement (PDS)	<p>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</p>
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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.

for information, read more at major.com.au

VOCATIONAL EDUCATION

AND

TRAINING



Registered Training Organisation 31195

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

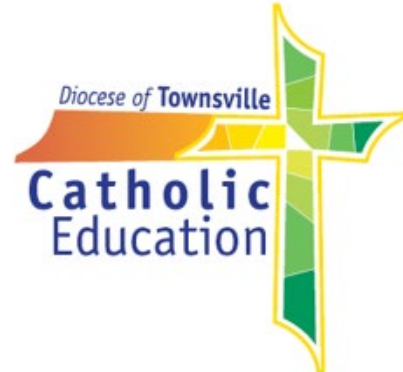
Qualification Code and Title	SIT20322 Certificate II in Hospitality	
Registered Training Organisation and RTO Code	This qualification will be delivered at Southern Cross Catholic College on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
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 course offers you an introduction to hospitality and develops your skills and knowledge, preparing you for your start in the industry. Learn the basic cookery and food and beverage skills to work effectively and safely, discover how to interact with customers, increase your hospitality knowledge and skills and boost your cultural awareness.	
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 BSBTWK201 Work effectively with others SITHIND006 Source and use information on the hospitality industry SITHIND007 Use hospitality skills effectively SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity SITXWHS005 Participate in safe work practices	Elective Units* SITXFSA005 Use hygienic practices for food safety SITHFAB024 Prepare and serve non-alcoholic beverages SITHFAB025 Prepare and serve espresso coffee SITHCCC023 Use food preparation equipment SITHCCC024 Prepare and present simple dishes SITHCCC025 Prepare and present sandwiches SITHIND005 Use hygienic practices for hospitality service SITXINV006 Receive, store and maintain stock TLIE0009 Carry out basic workplace calculations *only 6 units are to be completed. Confirm the selected units with the school.
Learning and Assessment	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways:	

	<ul style="list-style-type: none"> • 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 core unit <i>SITHIND007 Use Hospitality Skills Effectively</i> , it is mandatory for students to complete twelve (12) service periods in the Hospitality Industry. Some service periods may be completed at school in a simulated hospitality environment. Hospitality industry environments will need to be approved by the school and /or RTO. Fast food outlets do not meet this requirement.
Special Requirements	As part of the practical assessment requirements, students will be required to participate in functions and events inside and outside of school hours.
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 in the Hospitality Industry which include hotels, resorts, restaurants, pubs, 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
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VOCATIONAL EDUCATION AND TRAINING



Registered Training Organisation 31195

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

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	1-1.5 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	CHCECE055 Meet legal and ethical obligations in children's education and care CHCECE056 Work effectively in children's education and care CHCPR001 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 HLTFS001 Follow basic food safety procedures CHCPR003 Reflect on and improve own professional practice

	<p>CHCECE037 Support children to connect with the natural environment</p> <p>CHCECE038 Observe children to inform practice CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</p>	<p>* This unit HLTAID012 Provide First Aid in an education and care setting will be completed with RTO – Coral Sea Training (RTO 32221).</p>
Learning and Assessment	<p>Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways:</p> <ul style="list-style-type: none"> • Practical projects and portfolios • Written tasks • Observations - practical skills • Oral questioning • Industry placement, third party report and log 	
Work Placement	<p>In order to meet the requirements of the course, it is mandatory for students to 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.</p>	
Special Requirements	<p>Given this course is popular and student numbers are capped, students will be selected based on school attendance and application in Grade 10.</p> <p>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.</p>	
Materials and Equipment	<p>Materials, equipment and resources required for completion of the qualification will be provided by the school.</p> <p>Students will be required to purchase a shirt to be worn while on placement.</p>	
Credit Transfer	<p>The RTO will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations</p>	
Pathways	<p>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.</p> <p>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</p>	
Cost	<p>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.</p>	

	<p>Additional mandatory course costs include:</p> <ul style="list-style-type: none"> • vocational placement shirt – approx. \$40 <p>All learning resources are provided by the school and RTO at no additional cost to ordinary school fees.</p>
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VOCATIONAL EDUCATION

AND

TRAINING



Registered Training Organisation 31195

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

Qualification Code and Title	CHC30221 Certificate III in School Based Education Support	
Registered Training Organisation and RTO Code	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 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 CHCEDS036 Support the development of literacy and oral language skills CHCEDS037 Support the development of numeracy skills CHCDIV001 Work with diverse people	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 CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples' cultures CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

Learning and Assessment	<p>Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways:</p> <ul style="list-style-type: none"> • Practical projects and portfolios • Written tasks • Observations - practical skills • Oral questioning • Industry placement, third party report and log
Work Placement	<p>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.</p>
Special Requirements	<p>Students will also be required to have their own transport to the host school – Southern Cross Catholic College and their placement school.</p> <p>It is also recommended that students are up-to-date with general vaccinations.</p>
Materials and Equipment	<p>Materials, equipment and resources required for completion of the qualification will be provided by the school.</p>
Credit Transfer	<p>Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations</p>
Pathways	<p>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.</p> <p>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</p>
Cost	<p>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.</p> <p>All learning resources are provided by the school and RTO at no additional cost to ordinary school fees.</p> <p>The vocational placement shirt will be at an additional cost to students – approx. \$40</p>

Program Disclosure Statement (PDS)	<p>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.</p> <p>To access the aforementioned PDS, visit: shorturl.at/gu025</p>
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The information contained in this document is correct at date of publication: 04/04/2023

SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

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).

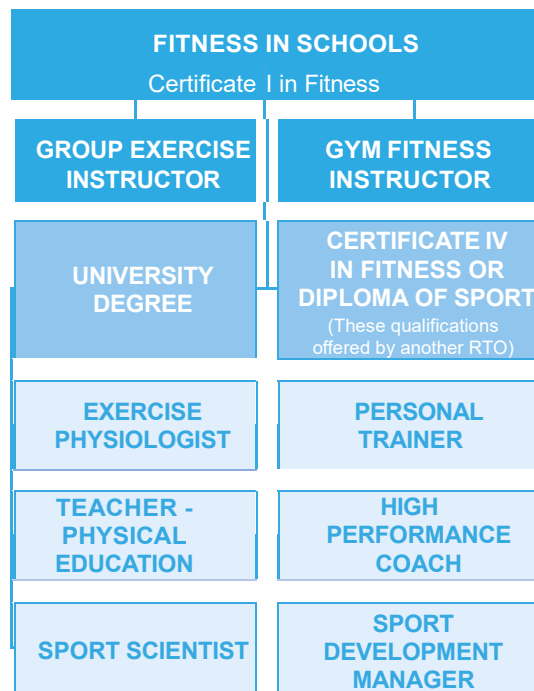
Students facilitate programs within their school community including:

- › 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: SIS20115 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)
- › A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREERS PATHWAYS



WHAT DO STUDENTS ACHIEVE?

- › Client screening and health assessment
- › Planning and instructing fitness programs
- › Deliver 1-on-1 and group fitness programs
- › Exercise science and nutrition
- › Anatomy and physiology

FLEXIBLE PROGRAMS

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

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED

Binnacle
Training
RTO CODE 31319

Binnacle Training 2024 Course Snapshot

SIS30321 CERTIFICATE III IN FITNESS + SIS20115 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
entry qualification =
\$265.00 + Cert III Gap Fee =
\$100.00)
(+ First Aid \$55.00)

QCE Outcome:
Maximum 8 QCE Credits

	TOPICS
TERM 1	› 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

	TOPICS
TERM 5	› 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
TERM 7	TOPICS
	› Older Clients › Specific Populations
	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	ICTICT203 Operate application software packages	SISFFIT033 Complete client fitness assessments
SISXIND002 Maintain sport, fitness and recreation industry knowledge	BSBSUS201 Participate in environmentally sustainable work practices	SISFFIT052 Provide healthy eating information
SISXCCS001 Provide quality service	BSBOPS304 Deliver and monitor a service to customers	SISFFIT040 Develop and instruct gym-based exercise programs for individual clients
BSBSUS211 Participate in sustainable work practices		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	CAREERS PATHWAYS
<p>This qualification reflects the role of individuals in a variety of Business Services job roles.</p> <p>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.</p> <p>This program also includes the following:</p> <ul style="list-style-type: none"> › 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 <p>An excellent work readiness program where students develop a range of essential workplace skills.</p>	 <pre> graph TD A["BUSINESS IN SCHOOLS Certificate III in Business"] --> B["UNIVERSITY DEGREE"] A --> C["CERTIFICATE IV / DIPLOMA (e.g. Business; Small Business Management)"] B --> D["MARKETING MANAGER"] C --> E["BUSINESS OWNER"] E --> F["ACCOUNTANT / BUSINESS ADVISOR"] E --> G["BUSINESS MANAGER"] G --> H["CUSTOMER SERVICE MANAGER"] </pre>
SKILLS ACQUIRED	WHAT DO STUDENTS ACHIEVE?
<ul style="list-style-type: none"> › Leadership, innovation and creative thinking › Customer service and teamwork › Inclusivity and effective communication › WHS and sustainability › Financial literacy › Business documentation 	<ul style="list-style-type: none"> › BSB30120 Certificate III in Business (max. 8 QCE Credits) › Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

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
TERM 2	PROJECTS
	› Wellbeing in the Workplace
TERM 3	TOPICS
	› Develop and Apply Knowledge of Personal finances
TERM 4	PROJECTS
	› Knowledge of Personal Finances
TERM 5	TOPICS
	› Workplace Health and Safety › Sustainable Work Practices
TERM 6	PROJECTS
	› WHS Processes at the 'Go! Regional' Travel Expo
TERM 7	TOPICS
	› Inclusive Work Practices › Engage in Workplace Communication
TERM 8	PROJECTS
	› Inclusivity and Communication in the Workplace
TERM 9	TOPICS
	› Work in a Team › Critical Thinking Skills
TERM 10	PROJECTS
	› Critical Thinking at Go! Travel
TERM 11	TOPICS
	› Create Electronic Presentations › Create Presentations Using PowerPoints › Write Simple Documents
TERM 12	PROJECTS
	› Binnacle Boss (Part 1) – Business Proposal
TERM 13	TOPICS
	› Critical Thinking and Problem Solving
TERM 14	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

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

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. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people.

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

Entry requirements

There are no entry requirements for this qualification.

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

Duration and location

This is a 1-2 year course, delivered on site in partnership with Connect 'n' Grow® to senior school students.

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 cost of this course is \$499. 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 4

Course Units

Unit code	Title
CHCCOM005	Communicate and work in health or community services
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
HLTHSS011	Maintain stock inventory
BSBOPS203	Deliver a service to customers
CHCCCS010	Maintain a high standard of Service
CHCPRP005	Engage with health professionals and the health system

Assessment

Assessment is competency based. Assessment techniques include:

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

Work experience

Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.

Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect 'n' Grow®, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways

This qualification may credit toward various Certificate III's including:

- Certificate III Health Services Assistance
- Certificate III Community Services
- Certificate III Individual Support (Disability and Aged Care)

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)
HLTWS001	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)

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.

Pathways

Potential options may include:

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

Course Units Year 2 (Cert III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CNCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

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.

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