STRETTON STATE COLLEGE

COURSE GUIDE

YEAR 10, 11 AND 12 2025

Pathways for Education and
Training, QCE and Senior Assessment

WITH PURPOSE AND SPIRIT WE STRIVE FOR CURIOUS MINDS, STRONG CHARACTER AND CONNECTED COMMUNITY

2025 Subjects

General Subjects – subjects designed to prepare students for university entry

Applied subjects – subjects designed to prepare students for the workforce

VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications

Learning Area	Year 10	Year 11
English	English	English
	Literature	Literature
	Essential English	Essential English
Mathematics	General Mathematics	General Mathematics
	Mathematical Methods	Mathematical Methods
	Essential Mathematics	Essential Mathematics
	Specialist Mathematics	Specialist Mathematics
Science	Chemistry	Chemistry
	Physics	Physics
	Life Sciences	Biology
		Earth and Environmental Science
	Core Science	Science in Practice
	Psychology	Psychology
Humanities	Civics and Citizenship	Legal Studies
	Core History	Cert IV Crime and Justice
		Social and Community Studies
	Specialist History	Modern History
		Ancient History
	Geography	Geography
Business	Economics and Business	Accounting
		Economics
		Business
		Certificate III in Business
		Diploma of Business
Languages	Italian	Italian

2025 Subjects (continued)

General Subjects – subjects designed to prepare students for university entry

Applied subjects – subjects designed to prepare students for the workforce

VET subject – Vocational Education and Training (VET) subjects to provide students with nationally-recognised qualifications

Learning Area	Year 10	Year 11
Technologies	Pre Design	Design
	Pre Engineering	Engineering
	Food & Nutrition	Food & Nutrition
	Design and Technologies	Industrial Technology Skills
	Certificate I in Manufacturing Pathways	Certificate I in Construction
		Certificate II in Engineering Pathways
	Hospitality Studies	Certificate II in Hospitality
		Certificate III in Hospitality
Digital Technologies	Digital Solutions	Digital Solutions
	Information and Communication Technology	Information and Communication Technology
		Certificate II in Applied Digital Technologies
		Certificate III in Information Technology
HPE	Physical Education	Physical Education
	Health	Health
	Health Sport and Recreation	Sport and Recreation
		Cert III/IV in Fitness (if Cert III completed)
The Arts	Drama	Drama
		Drama in Practice
	Media	Film, Television and New Media
	Music	Music
		Music Extension (Yr 12 only)
		Music in Practice
	Art	Visual Art
		Visual Art in Practice

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Year 9 into 10

Welcome

Dear Students and Parents

Year 10 is a transition year within the Senior Phase of learning. It is a transition from the Compulsory Schooling Phase to the Compulsory Participation Phase. The Year 10 curriculum offered at Stretton State College is structured to assist in this transition and to cater for the varied pathways that students may choose as they move from Junior Secondary into the Senior School and beyond.

The Year 10 Curriculum Framework is based on the eight Learning Areas and is designed to cater for a range of abilities and interests. Students are required to study the Core areas of English, Mathematics, Science, and Humanities along with a selection of electives. All subjects, including electives, are studied for three periods per week. English and Mathematics are compulsory and studied for a full year.

As our electives are designed to be year-long courses, it is important that students choose their subjects with their future pathway in mind. All of our electives offered are in alignment with Senior subjects, therefore allowing students to start exploring subjects that they believe will be beneficial to their future. All electives are designed to cater for the varied interests of students, whilst setting the foundations for future study within that particular curriculum area.

It is important to note that all subjects emphasise the development of literacy, numeracy, thinking skills, technology skills and values.

I encourage students to seek more information about the subjects on offer here at Stretton State College, and the requirements to reach their future career goals and aspirations by talking to their parents and to key Stretton State College staff.

It is important to remember that a balanced curriculum keeps future options open. I trust the following
information will be helpful in making your choices in what to study in Year 10.

I wish you well in making your decisions.

Jan Maresca
Executive Principal

Year 10 Subject Options

In 2025, Year 10 students will study six (6) subjects in each semester, English and Mathematics for the whole year. They will have the opportunity to select elective subjects to study for the full year. Electives are designed to cater for the varied interests of students, whilst setting the foundations for future study within that particular curriculum area.

Students will be required to complete an online (Microsoft) form to select their Year 10 subjects. A link to the Subject Selection Survey form will be emailed to students. All Year 9 students are required to complete this Subject Selection Survey form very thoughtfully as any future changes may not be possible once subjects and classes have been allocated for the following year. All students will study six subjects in each Semester. You have been provided with this Subject Guide, The New QCE information Powerpoint for your senior pathways, and presentations from each of the faculty HODs outlining the subject offerings listed.

Students must study:

A preparatory English course – Essential or General (Literature or English) (2 semesters) and preparatory Math course -Essential, General, Methods (2 semesters)

Four additional electives to be studied across Semester 1 and 2, from all available subjects.

All Subjects are designed to be year-long, however, offered in semester units. Students should select carefully to ensure pre-requisites for senior subjects and their future pathway are met. Any changes to subjects will require additional interviews with parent, student and Deputy Principal and may not be possible. Students must ensure they select subjects that align with their future pathway and interests.

You will receive confirmation if your subject selection is successful – this will be dependent on sufficient numbers, resourcing and timetabling constraints. Parents and students will be advised if subject re-selection is necessary.

Stretton State College requires that students meet mandatory prerequisites for entry into senior General subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. The following tables contain prerequisite information for subject selections from year 9 to 10. To assist planning for your senior years at Stretton State College. Students should also consider the Year 11/12 General Subject Prerequisite Information.

Learning Area	HOD	Subject	Prerequisite – applied when confirming course selection for SET Plan
English	Mrs Seed	Essential English	Year 9 English
		General English	C in Year 9 English
		General Literature	B in Year 9 English
Mathematics	Mrs Bhagwati	Essential Mathematics	Completion of Year 9 Mathematics
		General Mathematics	C in Year 9 Mathematics
		Mathematical Methods	B in Year 9 Mathematics
		Specialist Mathematics	B in Year 9 Mathematics and studying Year 10 Methods
Sciences	Mrs Ryalls	Core Science	Year 9 Science
		Life Science	C Year 9 English and Mathematics, B in Year 9 Sciences Study of Mathematical Methods is recommended
		Physics	C Year 9 English and Mathematics, B in Year 9 Sciences Study of Mathematical Methods is recommended
		Chemistry	C Year 9 English and Mathematics, B in Year 9 Sciences Study of Mathematical Methods is recommended
		Psychology	C Year 9 English and Mathematics, B in Year 9 Sciences Study of Mathematical Methods is recommended
Humanities, Business and Social Sciences	Ms Murphy/ Ms Barnes	Core History	Year 9 English
		Specialist History	C in English and C in History or Civics
		Civics	C in English and C in Civics
		Geography	C in English and C in Geography
		Economics and Business	C in English and C in Business

Digital Technology	Ms Underwood	Digital Solutions	B in Digital Technologies and a B in Mathematics
		Information and Communication Technology	C in Year 9 Digital Technology
Technologies	Mr Johnstone	Pre Engineering	C in Year 9 Jnr Engineering and a B in Mathematics
		Pre Design	B in Year 9 Jnr Design and C in English
		Certificate I in Manufacturing Pathways	C in Year 9 Design and Technologies
		Design and Technologies	B in Year 9 Design and Technologies
		Food & Nutrition	C in Year 9 Food Technologies and C in English
		Hospitality Studies	C in Year 9 Food Technology
The Arts	Ms Dangaard	Drama	C in English and/or C in Drama
		Media Studies	C in English and/or C in Media
		Music	C in English and/or C in Music
		Visual Art	C in English and/or C in Visual Art
Health and Physical Education	Ms Macartney	Prep Physical Education	C in English and C in HPE
		Health	C in HPE
		Health, Sport & Recreation	C in HPE

SUBJECT INFORMATION

English

Year 10 Subject

English is a core subject in Year 10. The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. Through the study of Australian Curriculum: English students learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non- linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Pathways

The Australian Curriculum: English helps students to engage imaginatively and critically with literature to expand the scope of their experience, preparing them for studies of General or Applied English in the senior years.

- Preparatory English in Year 10 leads students to studies of General English and/or Literature in Years 11 and 12; subjects suited to students who are interested in pathways beyond school that lead to tertiary studies.
- Preparatory Essential English in Year 10 leads students to the Applied subject Essential English in Years 11 and 12. Essential English is suited to students who are interested in pathways beyond school that lead to vocational education or work.

A course of study in English (General or Applied) promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning.

Structure

The Year 10 English curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12. All students study a course of work that covers elements of the ACARA Achievement Standard. However, to best prepare students for the demands of senior study, the Year 10 course has been broken into three preparatory courses; Preparatory English (PEN), Preparatory Literature (PEL) and Preparatory Essential English (PES). While still working towards the Achievement Standard, students will also undertake learning experiences which ensure that there is exposure to appropriate text types and that the skills and assumed knowledge aligned to each of the Senior English Subjects are developed.

SEMESTER 1	SEMESTER 2
Unit 1: The Poetry of Protest* **Unit 2**. Novel Study* *The three English courses have units on the same theme, however, texts and learning experiences differ.	**Unit 3**: Shakespearean Tragedy* **Unit 4**: Just Joking: A Study of Social Satire* *The three English courses have units on the same theme, however, texts and learning experiences differ.

Assessment

Student performance is recorded in two categories: spoken/signed and written. Assessment is completed in a range of genres for a variety of audiences and purposes. Conditions vary from process writing to test conditions.

SEMESTER 1	SEMESTER 2
Unit 1: Informative - *Poetry Expository Speech* **Unit 1:** Imaginative – *Narrative – Poem Transformation* **Unit 2**: Informative – *Analytical Response* **Unit 3**: Imaginative - *Book Trailer*	**Unit 4**: Persuasive – *Feature Article (PEN and PEL)* **Unit 4**: Persuasive – *Closing Argument (PES)* **Unit 5**: Informative – *Comparative Essay (PEN and PEL)* **Unit 5**: Informative – *Review (PES)*

Cost

The costs associated with this course are included in the Student Resource Scheme.

Mathematics

Year 10 Subject

Mathematics education is central to the development of all young Australians. It enriches the lives of students by cultivating critical thinking skills, developing a deeper understanding of the world around them and preparing them for success in their lives. The Australian Curriculum: Mathematics, develops students' mathematical skills, knowledge, procedures and processes in the strands of number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, along with providing the fundamental skills necessary to enter lucrative career opportunities in STEM pathways.

Mathematics has its own value and beauty in the world and the curriculum aims to embed in students an appreciation of the elegance and power of mathematical reasoning. It provides students with learning opportunities to develop their mathematical proficiency by increasing their fluency with the concepts, skills, procedures and processes that are needed to interpret different situations and contexts. Mathematics allows students to investigate different ways of approaching situations, along with applying reasoning in familiar and unfamiliar contexts, to creatively and efficiently solve problems. The mathematics curriculum clarifies links between various aspects of mathematics, as well as the relationship between mathematics and other disciplines. It is essential to building students' pattern recognition and visualisation, spatial reasoning and logical thinking, qualities that are necessary to function as an integral member of society.

Pathways

The Australian Curriculum: Mathematics assists students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences, preparing them for studies of General or Applied Mathematics in the senior years.

- **Prep Mathematical Methods** in Year 10 leads students to studies of Senior Mathematical Methods and Specialist Mathematics in Years 11 and 12, which are General ATAR subjects. These subjects are suited to students who are interested in pathways beyond school that lead to tertiary studies in mathematics or science.
- **Prep General Mathematics** in Year 10 leads students to studies of General Mathematics in Years 11 and 12, which is an ATAR subject. This subject is suited to students who are interested in pathways beyond school that lead to tertiary studies.
- **Prep Essential Mathematics** in Year 10 leads students to the Applied subject Essential Mathematics in Years 11 and 12. Essential Mathematics is suited to students who are interested in pathways beyond school that lead to vocational education or work.

Structure

Preparatory courses are structured to complete a students' achievement across the Year 10 Achievement Standard while also ensuring that the assumed knowledge aligned to each of the Senior Mathematics Subjects is developed. Assessment in these courses reflect the varied depth of content coverage. A students' performance in the Year 10 Preparatory Mathematics courses is a likely indicator of the level of success in the same Senior Mathematics subject.

Prep Mathematical Methods

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
• Pythagoras and trigonometry • Real numbers • Chance	• Linear and non-linear relationships • Patterns and algebra • Quadratic equations	• Quadratic functions and graphs • Trigonometric equations • Trigonometric functions	• Real numbers • Money and finance • Exponential functions • Logarithmic Functions

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Examination **Unit 2**: Examination	**Unit 3**: Problem-solving and modelling task **Unit 3**: Examination **Unit 3 and 4:** Examination

Cost

The costs associated with this course are included in the Student Resource Scheme.

Prep General Mathematics

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Probability Patterns and algebra	• Statistics • Measurement	Linear Relations Geometric reasoning	Pythagoras and trigonometry Financial Mathematics

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Problem-solving and modelling task **Unit 2**: Examination	**Unit 3**: Examination **Unit 4**: Examination

Cost

The costs associated with this course are included in the Student Resource Scheme.

Prep Essential Mathematics

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Money and finance Time and motion Rates	• Number • Money and finance • Probability • Statistics	• Statistics	• Measurement • Pythagoras and Trigonometry

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Problem-solving and modelling task **Unit 1 and 2**: Examination	**Unit 3**: Problem-solving and modelling task **Unit 3 and 4**: Examination

Cost

The costs associated with this course are included in the Student Resource Scheme.

Preparatory Specialist Mathematics

Year 10 Subject

The study of Prep Specialist course in Year 10 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.

The Couse is designed so that students 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, and build on the Year 10 Australian Mathematics Curriculum.

Students will increase their capacity to work mathematically, engage in inquiry and investigation techniques, and to work as part of a team engaging in cooperative learning. By undertaking this course students will have the opportunity to work with students of similar academic aptitude, passions, and interests, work with a variety of advanced technological devices to enrich learning experiences and prepare them for further studies in STEM subjects (particularly Mathematical Methods, Specialist Mathematics, Chemistry and Physics. Students who nominate for the course should be achieving high B's (or better) in Year 9 mathematics.

The study of Prep Specialist is very advantageous for students who anticipate further study of Mathematics or Science in Year 11 and 12 which will establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and health, engineering, computer sciences, psychology and business.

Pathways

By engaging with the Year 10 Prep Specialist Mathematics course, students develop critical and creative thinking that will complement the Year 10 Extension Mathematics and Preparatory Mathematical Methods. It has been designed to prepare students for the study of Mathematical Methods and Specialist Mathematics in Year 11 and 12, and also advantageous for the study of Physics and Chemistry. At least one semesters study is a prerequisite for studying specialist mathematics in year 11 and 12.

Structure

SEMESTER 1		SEMESTER 2	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Discovery of the Imaginary Real numbers Linear and non-linear relationships Sets and set notation Functions and graphs	***The Power of Mathematics*** • Combinatorics • Matrices • Vectors and matrices	***Finding Math in Nature*** • Arithmetic and geometric sequences and series • Trigonometry and functions	***Mathematics in motion*** • Vectors in the plane

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Examination **Unit 2**: Examination	**Unit 3**: Problem-solving and modelling task **Unit 3**: Examination **Unit 4:** Examination

Cost

The costs associated with this course are included in the Student Resource Scheme. An additional optional excursion in Semester 1 costing $30 is anticipated.

Core Science

Year 10 Subject

Through the study of Core Science, students engage with microscopic and macroscopic properties of systems to explain phenomena. Students will explore the biological and chemical, geological and physical evidence for scientific theories in real-life context.

Australian Curriculum: Science aims to develop the knowledge, understanding and skills to enable students to:

- Develop and refine questions and hypotheses to design and improve investigations including field work and laboratory experimentation
- Consider the safety, fairness and the reliability of their methods in order to control variables and systematically collect valid data
- Analyse primary and secondary information and data to reveal trends, interrelationships and inconsistencies and identify alternative explanations for findings in order to develop justified conclusions
- Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.

Pathways

By engaging with the Year 10 Core Science curriculum streams, students develop critical and creative thinking, interpersonal collaboration and communication skills and scientific literacy, enabling them to be informed and productive citizens in an ever-changing world. The Australian Curriculum: 10 Science also prepares students for the study of the Applied Science Subject: Science in Practice in the senior years. **If students intend to study General Sciences such as Biology, Physics, Chemistry or Earth and Environmental Science they should select the Year 10 Specialist Sciences.**

- The Year 10 **Specialist Science Course: Life Science** is designed to prepare students for the rigor and demands of Year 11 and 12 Biology and Earth and Environmental Science.
- The Year 10 **Specialist Science Course: Physics** is designed to prepare students for the rigor and demands of Year 11 and 12 Physics.
- The Year 10 **Specialist Science Course: Chemistry** is designed to prepare students for the rigor and demands of Year 11 and 12 Chemistry.
- The Year 10 **Specialist Science Course: Psychology** is designed to prepare students for the rigor and demands of Year 11 and 12 Psychology

Structure

The Year 10 Core Science curriculum draws upon the specific content of the achievement standard from the Science Australian Curriculum Year 10 band with a clear focus on applicable skills. Student performance in the Year 10 Core Science learning area is an indicator of the likelihood of successful study in the Senior Applied subject: Science in Practice.

Semester 1	Semester 2
Unit 1: 'Don't overreact!' **Unit 2**: 'In your Genes'	**Unit 3**: 'Crash Course Physics' **Unit 4**: 'Our Place in Space'

Assessment

Unit 1: Experimental Investigation **Unit 2**: Supervised Written Exam	**Unit 3:** Data Test **Unit 4**: Research Project

Cost

The costs associated with this course are included in the Student Resource Scheme.

Specialist Science: Chemistry

Year 10 Subject

The Year 10 Chemistry elective course is designed to prepare students for Year 11 and 12 Chemistry. Throughout this course, students develop their understanding of common observable phenomena related to the properties of elements and compounds.

Students are introduced to the foundational knowledge and skills of the senior disciplines of Chemistry such as: critical thinking, experimentation, problem-solving and research skills. Students develop appreciation of the contribution that Chemistry make 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. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims and communicate their understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

The Year 10 Chemistry discipline aims to develop the knowledge, understanding and skills to enable students to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models and systems within their limitations. They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

By engaging with the Year 10 Chemistry course, students develop critical and creative thinking, interpersonal collaboration and communication skills and scientific literacy. Year 10 Chemistry also prepares students for the rigor and demands associated with the study of the senior Chemistry.

Structure

The Year 10 Chemistry curriculum complements the focus areas and achievement standard from the Year 10 Science band of the Australian Curriculum. Student performance in the Year 10 Chemistry course is an indicator of the likelihood of successful study in senior Chemistry.

SEMESTER 1	SEMESTER 2
Unit 1: Elements, Compounds, and the Periodic Table **Unit 2**: Reacting Quantities	**Unit 3**: Types of Chemical Reactions **Unit 4**: Factors affecting Rates of Reaction

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Research Investigation **Unit 1 and 2**: Supervised Written Exam	**Unit 3**: Supervised Written Exam **Unit 4**: Student Experiment

Cost

The costs associated with this course are included in the Student Resource Scheme.

Specialist Science: Physics

Year 10 Subject

The Year 10 Physics elective course is designed to prepare students for Year 11 and 12 Physics. Throughout this course, students develop their understanding of common observable phenomena related to the properties of matter and energy.

Students are introduced to the foundational knowledge and skills of the senior discipline Physics such as: critical thinking, experimentation, problem-solving and research skills. Students develop appreciation of the contribution that 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. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims and communicate their understanding, findings, arguments, and conclusions using appropriate representations, modes, and genres.

The Year 10 Physics discipline aims to develop the knowledge, understanding and skills to enable students to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models, and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models, and systems within their limitations. They use algebraic, visual, and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations, and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

By engaging with the Year 10 Physics course, students develop critical and creative thinking, interpersonal collaboration and communication skills and scientific literacy and also prepares students for the rigor and demands associated with the study of the senior General Science subject: Physics.

Structure

The Year 10 Physics curriculum builds upon the Physics components of the Achievement standard from the Year 9 Science band of the Australian Curriculum and the Physics content and skills area of the Year 10 Science band of the Australian Curriculum. Student performance in Year 10 Physics is an indicator of the likelihood of successful study in senior Physics.

SEMESTER 1	SEMESTER 2
Unit 1: Introduction to Measurement and Error Kinematics **Unit 2**: Electronics	**Unit 3:** Energy, Waves and Radiation **Unit 4:** Forces and Mechanical Work

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Data Test **Unit 2:** Student Experiment	**Unit 3**: Research Investigation **Unit 3 and 4**: Supervised Written Exam

Cost

The costs associated with this course are included in the Student Resource Scheme.

Specialist Science: Life Sciences

Year 10 Subject

The Year 10 Life Sciences elective is designed to prepare students for Year 11 and 12 Biology and Earth and Environmental Science. Throughout this interdisciplinary course, students develop their understanding of the interconnectedness of life systems at a microscopic and macroscopic level.

Students are introduced to the foundational knowledge and skills of the Senior disciplines of Biology and Earth and Environmental Science such as: critical thinking, experimentation, problem-solving and research skills. They develop their sense of wonder and curiosity about life, foster respect for all living things and the environment and an understanding of biological and geological systems, concepts, theories and models. They also gain an appreciation of how scientific knowledge has developed and contributed to society over time.

Students plan and carry out fieldwork as well as laboratory and research investigations whereby they are required to interpret evidence and use valid, evidence-based arguments creatively and analytically when evaluating claims and applying knowledge.

The Year 10 Life Sciences discipline aims to develop the knowledge, understanding and skills to enable students to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models and systems within their limitations. They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

By engaging with the Year 10 Life Sciences course, students develop critical and creative thinking, interpersonal collaboration and communication skills and scientific literacy, enabling them to be informed and productive citizens in an ever-changing world. Year 10 Life Sciences also prepares students for the rigor and demands associated with the study of the General Science Subjects: Biology, and Earth and Environmental Science in the senior years.

Structure

The Year 10 Life Science curriculum builds upon the Biology and Earth Science components of the Achievement standard from the Year 9 Science band of the Australian Curriculum and the Biology and Earth Science content and skills area of the Year 10 Science band of the Australian Curriculum. Student performance in the Year 10 Life Science course is an indicator of the likelihood of successful study in Senior Biology and Earth and Environmental Science.

SEMESTER 1	SEMESTER 2
Unit 1: Changes on Earth **Unit 2:** The Rocky Shores	**Unit 3:** Cellular Structure and Function **Unit 4:** Nature of Pathogens

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Data Test **Unit 1 and 2:** Supervised Written Exam	**Unit 3:** Student Experiment **Unit 4:** Research Investigation

Cost

The costs associated with this course are included in the Student Resource Scheme. Students will also be provided with the opportunity to participate in field trips depending on availability.

Specialist Science: Psychology

Year 10 Subject

The Year 10 Psychology elective course is designed to prepare students for Year 11 and 12 Psychology. Throughout this course, students will engage with concepts that explain behaviours and underlying cognitions and develop an appreciation for how psychology can be used to understand contemporary issues.

Students are introduced to the knowledge and skills of the senior discipline of Psychology such as: critical thinking, communication, personal and social skills, creative thinking, experimentation, problem-solving and research skills. Students develop appreciation of the contribution that Psychology makes to society: examining individual thinking and how it is determined by the brain; and an understanding of the complex interactions, involving multiple parallel processes, that continually influence human behaviour. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims and communicate their understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

The Year 10 Psychology aims to develop students' ability to:

1. **Describe ideas and findings.** Students use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding**. Students use scientific concepts, theories, models and systems within their limitations. They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
4. **Interpret evidence**. Students use their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims and processes.** Students critically reflect on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena.** Students develop rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Pathways

By engaging with the Year 10 Psychology course, students develop critical and creative thinking, interpersonal collaboration and communication skills and scientific literacy. Year 10 Introduction to Psychology also prepares students for the rigor and demands associated with the study of the senior General Science Subject: Psychology.

Structure

The Year 10 Psychology curriculum complements the focus areas and achievement standard from the Year 10 Science band of the Australian Curriculum. Student performance in the Year 10 Introduction to Psychology course is an indicator of the likelihood of successful study in senior Psychology.

SEMESTER 1	SEMESTER 2
Unit 1: Social Psychology Schemas Personality Types **Unit 2:** Theories of intelligence: multiple intelligences, information processing and emotional intelligence	**Unit 3:** Forensic Psychology and Criminology Addictive Substances Psychopharmacology **Unit 4:** Interpersonal processes Antisocial behaviour Biological theories of attraction

Assessment

SEMESTER 1	SEMESTER 2
Unit 1: Student Experiment **Unit 2:** Data Test	**Unit 3:** Research Investigation **Unit 3 and 4:** Supervised Written Exam

Cost

The costs associated with this course are included in the Student Resource Scheme

Core History

Year 10 Subject

The study of Core History, in addition to offering an understanding of the world we live in, provides a practical skill set that is transferable to a wide variety of contexts. Research and writing skills are at the heart of historical inquiry, as is analytical thinking. Our students learn how to read critically, conduct research, write with clarity, and make evidence-based arguments.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students investigate these concepts within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. History also encourages students to engage analytically and critically with sources to expand the range of their experience, preparing them for studies of any Humanities subjects in in the senior years.

Pathways

A course of study in History promotes critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 History is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however it provides foundational knowledge for studies of Ancient or Modern History in the senior years.

Structure

The Year 10 History curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12. All students study a course covering elements of the ACARA Achievement Standard. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- To what extent have 19th and 20th century ideologies shaped the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Students will complete three units of work over the course of the year.

SEMESTER 1	SEMESTER 2
Unit 1: *World War II – Nazi Germany* (Term 1 & 2) Students investigate wartime experiences through a study of World War II in depth. This unit incorporated topics such as The Rise of Nazi Germany, Battles of WWII in Europe, The Holocaust and The War in the Pacific. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.	**Unit 1: *Building Modern Australia*** Students will investigate the experiences of minority groups in Australia throughout the 20th century, a critical period in Australia's social, political, economic, cultural, environmental and political development. **Unit 2: *Rights and Freedoms*** Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia, as well as the American Civil Rights Movement.

Assessment

Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Short Response to Historical Sources (*Exam*) **Unit 2:** Response to Historical Film *(Multimodal Presentation)*	**Unit 1:** Independent Source Investigation *(Research Assignment)* **Unit 2:** Extended Response to Historical Sources (*Exam*)

Cost

The costs associated with this course are included in the Student Resource Scheme.

Specialist History

Year 10 Subject

The study of Specialist History provides opportunities for students to study a broader range of people, societies and civilisations of the past outside of the Australian Curriculum. The course enables students to empathise with others, and make meaningful connections between the past, present and possible futures.

The Year 10 Specialist History curriculum challenges students to consider that the past is contestable and tentative. Through inquiry into themes, ideas, movements, national and international experiences, they discover how the past consists of various perspectives and interpretations. Throughout the course, students will 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. The content provides opportunities to gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

A course of study in Specialist History promotes critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 Specialist History is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however, it provides specific foundational knowledge and skills for studies of Ancient History, Modern History, or Philosophy in the senior years.

Structure

The Year 10 Specialist History curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12. Students will be covering comparable skills and assessment styles from the senior history programs. Students analyse and interpret a wide range of evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students will complete two units of work over the course of a semester.

SEMESTER 1	SEMESTER 2
Unit 1: *Do My Eyes Deceive Me?* Students will consider representations of people and events through the study of perspectives in historical film. **Unit 2: *Are We Up-standers or Bystanders?*** In this unit, students will explore the war crime of genocide and study The Holocaust through a philosophical lens.	**Unit 1: *Rituals, Rites and Religions*** Students will investigate a broad range of ancient religions and their accompanying practices, including Greek and Norse mythology. **Unit 2: *A War Without Borders*** This unit will test students' understanding of the word terrorism, and encourage them to broaden their definition of a global security challenge that the world is currently facing.

Assessment

Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Multimodal Presentation in response to research (*Assignment*) **Unit 2:** Socratic Discussion (Presentation) Essay in Response to Stimulus (*Assignment*)	**Unit 1:** Feature Article: Extended Response to Historical Research (*Assignment*) **Unit 2:** Extended Response to Historical Sources (*Exam*)

Cost

The costs associated with this course are included in the Student Resource Scheme.

Geography

Year 10 Subject

The study of Geography guides students towards a critical appreciation of the interaction between society and the biophysical. Geographers have long been attentive to the differences and similarities that exist between places, but even more so geographers have tried to understand why places have the character they do, and how this has been shaped in relation to other places.

Understanding why requires an appreciation of the active connection between fields such as culture, technology, politics, economics, geomorphology, and biophysical processes. To provide answers to the critical question of why leads geographers to utilise tools and forms of knowledge that span the continuum from the arts to the sciences. The study of Geography provides a window into the complexity of our world, and it is only by thinking through complexity that we can successfully act to shape the world that is our home. The Australian Curriculum: Geography also encourages students to engage analytically and critically with sources of data and information, preparing them for studies of any Humanities subjects in in the senior years.

Pathways

A course of study in Geography promotes technical and analytical skills, including the capacity to appreciate the importance of a broad, international and comparative perspective — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 Geography is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however it provides specific foundational knowledge for studies of Geography and Tourism in the senior years.

Structure

The Year 10 Geography curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, while covering elements of the ACARA Achievement Standard. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

SEMESTER 1	SEMESTER 2
Unit 1: Geographies of Wellbeing **Unit 2:** Sustainable Tourism	**Unit 1:** Environmental Change and Management **Unit 2:** Pollution and Climate Change

Assessment

Students will complete a range of assessment items across the course of the year, the styles and conditions of assessment will mirror that of the senior years.

SEMESTER 1	SEMESTER 2
Unit 1: Combination Response – Short and Extended (*Exam*) **Unit 2:** Data Report *(Investigation)*	**Unit 1:** Combination Response – Short and Extended (*Exam*) **Unit 2:** Field Report (*Investigation*)

Cost

The costs associated with this course are included in the Student Resource Scheme.

Civics & Citizenship

Year 10 Subject

The study of Civics and Citizenship encourages students to focus on the interaction between society and the discipline of law, as well as exploring the development of law in response to current world issues.

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The content provides opportunities to develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. Students will 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 will question, explore and discuss tensions between changing social values, justice and equitable outcomes. Civics and Citizenship also encourages students to engage analytically and critically with sources of data and information, preparing them for studies of any Humanities subjects in in the senior years.

Pathways

A course of study in Civics and Citizenship promotes research and analytical skills — universally valued tools that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 Civics and Citizenship is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however it provides specific foundational knowledge for the subject of Legal Studies and Certificate IV Crime and Justice in the senior years.

Structure

The Year 10 Civics and Citizenship curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, whilst still covering elements of the ACARA Achievement Standard. A framework for developing students' Civics and Citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

SEMESTER 1	SEMESTER 2
Unit 1: International Law; International Criminal Court **Unit 2:** Social Cohesion and Organised Crime	**Unit 1:** Youth Justice; Overrepresentation and Anonymity **Unit 2:** Case studies: Protection of Rights under the Constitution

Assessment

Students will complete a range of assessment items across the course of the year, the styles and conditions of assessment will mirror that of the senior years.

SEMESTER 1	SEMESTER 2
Unit 1: Inquiry Report *(Investigation)* **Unit 2:** Combination Response – Short and Extended *(Exam)*	**Unit 1:** Argumentative Essay *(Investigation)* **Unit 2:** Combination Response – Short and Extended *(Exam)*

Cost

The costs associated with this course are included in the Student Resource Scheme.

Italian

Year 10 Subject

Italian, also known as *Standard Italian* or *Italiano standard*, is the official language of Italy, the Vatican City, San Marino and parts of Switzerland. It is also an official language of the European Union, and a major community language in countries such as Australia, Luxembourg, the United States, Canada, Brazil, Uruguay and Argentina, and in parts of Africa. Italian is, and has been for many years, one of the major community languages in Australia.

The Year 10 curriculum gives students the opportunity to use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance. They will express desires and plans for the future, produce bilingual texts, and consider different perspectives. The course will highlight the role of language and culture in shaping experience, and the ways in which their own experiences shape their identity.

Students will engage in a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example, digital and hypermedia, collaborative performance and group discussions). They will use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. Students will explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. They will investigate links between the Italian language and cultural representation and expression. Students will also learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

Pathways

Italian belongs to the Romance family of languages and is closely connected to its 'sibling' languages of Spanish, Portuguese and French. It also has many commonalities and connections with English, sharing many Latin-derived words and using the same Roman alphabet. The meaning of many Italian words can be instantly recognised through their similarity to English. There are points of difference between Italian and English grammars, but overall the Italian language is not linguistically or culturally 'distant' for English-speaking learners. As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations, as well as through the Italian media in Australia and in actual and virtual connections with Italian communities in Italy and beyond.

Structure

The Year 10 Italian curriculum provides an opportunity to progress in language learning from the junior and senior school, preparing students for success in Years 11 and 12. A framework for developing students' language knowledge, understanding and skills at this year level is provided by the following content descriptors:

Communicating: *Interacting in Italian, Creating, Mediating meaning in and between languages*

Understanding: *Systems of language, The interrelationship between language and culture*

Students will complete four units of work over the course of two semesters.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
L'amicizia e il tempo libero Friendship and free time.	***In giro per l'Italia*** Travelling around Italy	***La vita prima e adesso*** Life, before and now	***L'ambiente: il futuro dipende di noi*** The environment: the future is on our hands

Assessment

Students will complete a range of assessment items across the course of the year. They will develop a portfolio of work that incorporates a range of speaking, listening, reading and writing tasks that target multiple areas of the achievement standard across the course of a unit.

Cost

The costs associated with this course are included in the Student Resource Scheme.

Economics & Business

Year 10 Subject

The study of 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 and entrepreneurs.

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

Students will use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They will 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 promotes technical and analytical skills, including the capacity to appreciate the importance of industry and commerce at a broad, national and international perspective — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

As a Humanities subject, student performance in Year 10 Business is an indicator of the likelihood of successful study in any Humanities subjects in Year 11 and 12, however it provides specific foundational knowledge for studies of Business, Economics and Accounting in the senior years.

Structure

The Year 10 Business curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, whilst still covering elements of the ACARA Achievement Standard. A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?
- How do governments, businesses and individuals respond to changing economic conditions?

SEMESTER 1	SEMESTER 2
Unit 1: *Business Foundations* Students explore fundamental business concepts, strategies and processes relating to strategic planning, and investigate the creation of business ideas and the business life cycle before focusing on the challenges of the seed stage. **Unit 2: *Accounting*** Students are introduced to accounting concepts through the analysis of financial statements for companies. They apply accounting principles to record and process cash and basic credit transactions for sole trader service businesses and create simple financial statements	**Unit 1: *Economics*** Students are exposed to concepts related to economic performance indicators and develop and understanding of the ways that governments manage the economy to improve living standards and reasons for links that exist between economic performance and these standards. **Unit 2: *Financial Literacy*** Students develop an awareness, knowledge, skills, and dispositions that are necessary to make sound consumer and financial decisions. They explore how to make responsible and informed decisions about consumer issues, money management and assess how these can affect quality of life.

Assessment

Students will complete a range of assessment items across the course; the styles and conditions of assessment will mirror that of the senior programs.

SEMESTER 1	SEMESTER 2
Unit 1: Business Report and Presentation (*Assignment*) **Unit 2:** Examination	**Unit 1:** Economics Report (*Investigation)* **Unit 2:** Portfolio of Work

Cost

The costs associated with this course are included in the Student Resource Scheme.

Digital Solutions

Year 10 Subject

Digital Solutions in Year 10 is a **preparatory course** for the General subject **Digital Solutions** in Year 11 and 12.

Digital technologies are at the centre of much of our modern way of life. Most companies and organisations seek to improve their efficiency and productivity, and a common way of enabling this is through the use of digital technologies. The focus of this subject is on understanding how digital technologies work in order to define, design, create and evaluate effective and responsible digital solutions.

In Year 10 Digital Solutions we:

- analyse problems that require a digital solution
- explore and develop ideas for apps and generate technical proposals for web apps
- design user interfaces (UI) and user experience (UX)
- learn intermediate programming/coding concepts and use computational thinking to create solutions for digital problems (Python programming)
- evaluate the digital solutions we create and make recommendations for improvements
- explore networks, automated systems, and web technologies
- use digital systems to acquire data and transform data into information
- use SQL to extract data from databases
- examine cybersecurity and security strategies
- design and create websites using HTML, CSS and Bootstrap.

Pathways

This subject links to the study of Digital Solutions in Years 11 and 12 and Information and Communication Technology in Years 11 and 12. It provides the foundation for a wide variety of pathways in the fields of STEM (science, technologies, engineering and mathematics). It gives them the skills to engage in a wide range of careers. The skills developed are relevant for digital and non-digital real-world challenges.

If Digital Solutions is a subject you are considering taking in Year 11 and 12, it is strongly recommended that you study Prep. Digital Solutions in Year 10.

Structure

SEMESTER 1	SEMESTER 2
Unit 1: Python Programming for UX design **Unit 2**: Innovative Hardware Prototyping	**Unit 3**: Data and Cybersecurity **Unit 4:** Web Development

Assessment

SEMESTER 1	SEMESTER 2
Unit 1 Project: design and code a program for a real-world application Unit 2 Project: build and test hardware solutions	Unit 3 Examination Unit 4 Project: design, code and beta test a website for a real-world application

Cost

The costs associated with this course are included in the Student Resource Scheme. Participating in the BYOD program is essential. A Windows or Mac laptop is recommended.

Information & Communication Technology

Year 10 Subject

Information and Communication Technology (ICT) is a **preparatory course** for both the **Applied** subject **ICT** in Year 11 and 12 and the Vocational and Education qualification **Certificate III in Information Technology** in Year 11 and 12.

ICT is concerned with exploring the use of digital technologies in different industries and developing skills in applying ICT knowledge to product products.

Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. This subject seeks to prepare students to take advantage of these opportunities by equipping them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts, and the skills to use them to solve technical and/or creative problems.

In Year 10 ICT, we:

- analyse problems that require a digital solution and interpret client briefs
- use hardware and software to capture digital audio and video to create digital produces
- explore the features of hardware and software
- understand industry practices, standard and guidelines
- explore how data is sent and stored, networked digital systems
- collect, analyse, and organise research and investigations
- utilise a game engine to create digital games
- design and create websites to present information using HTML, CSS and Bootstrap

Pathways

This subject links directly to the study of the subject ICT (Information and Communication Technology) in Years 11 and 12 and the Certificate III in Information Technology in Years 11 and 12. If you are considering studying either of these two subjects in Year 11 and 12, it is strongly recommended that you study ICT and Industry Preparation in Year 10.

Structure

SEMESTER 1	SEMESTER 2
Unit 1: Audio and video **Unit 2:** Network and hardware investigation	**Unit 3**: Game Development **Unit 4:** Web Development

Assessment

SEMESTER 1	SEMESTER 2
Project: Produce a video showing eSports gameplay Project: Investigate the use of robots or drones in a specific industry	Project: Use a game engine to develop a game and document the development Project: Written response presented as a website

ALTERNATIVE STRUCTURE AND ASSESSMENT: Students may elect to complete alternative assessment aligned with specific VET Unit of Competencies.

Cost

The costs associated with this course are included in the Student Resource Scheme. Participating in the BYOD program is essential. A Windows or Mac laptop is recommended.

Pre Engineering

Year 10 Subject

Pre-Engineering is an elective subject in Year 10. Pre-Engineering includes the introductory studies of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem- based learning.

Students learn to explore open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Junior Engineering encourages students to develop into self-directed learners and develop beneficial collaboration.

During this introductory course in students will learn how to recognise and describe engineering problems, concepts and principles. They will be introduced to how engineers symbolise and explain ideas and solutions. Students will gather information and ideas then predict possible solutions, generate prototype solutions and provide data to assess the accuracy of their predictions.

Pathways

A course of study in Pre-Engineering promotes critical and creative thinking – skills that prepare students for Engineering in senior years. A course of study in Pre-Engineering can establish a basis for further education and employment in the field of engineering.

Structure

The Year 10 Pre-Engineering curriculum provides a link between the junior and senior school, preparing students for success in senior years. All students study introductory units which focus on the development phase of the engineering concepts and principles. This then leads to students using engineering processes to respond to an open-ended problem. Students will undertake learning experiences, which ensures that there is an opportunity to explore engineering solutions.

SEMESTER 1	SEMESTER 2
Unit 1: Engineering Fundamentals **Unit 2**: Civil Structures & Environment	**Unit 1**: Engineering Fundamentals **Unit 2**: Emerging Needs

Assessment

Student performance is recorded in two categories: project and examination. Assessment is completed that explores understanding of engineering concepts and principles and testing possible engineered solutions. Conditions vary from project and examination.

SEMESTER 1	SEMESTER 2
Unit 1: Examination **Unit 2**: Project – Truss Tower	**Unit 1**: Examination **Unit 2**: Project – Machines in Society

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Pre Design

Year 10 Subject

Design is an elective subject in Year 10. The Pre-Design subject 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

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to 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. Students communicate design proposals to suit different audiences. Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design.

Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Pre-Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

A course of study in Pre-Design promotes critical and creative thinking – skills that prepare students for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Structure

The Year 10 Pre-Design curriculum provides a link between the junior and senior school, preparing students for success in senior years. All students study introductory units which focus on the develop phase of the design process. This then leads to students using the entire design process to respond to an open-ended problem. Students will undertake learning experiences which ensures that there is an opportunity to explore a range of design fields and utilise a range of different communication techniques including various software.

SEMESTER 1	SEMESTER 2
Unit 1: Design Trends and Styles **Unit 2**: Design with Empathy	**Unit 3:** The Design Process **Unit 4:** Design Professions

Assessment

Student performance is recorded in two categories: project and examination. Assessment is completed following specific parts of the design process. Conditions vary from project and examination.

SEMESTER 1	SEMESTER 2
Unit 1: Exam – Develop Phase **Unit 2**: Project – Develop Phase	**Unit 3**: Project – Explore Phase **Unit 4**: Project – Explore and Develop Phase

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Design and Technologies

Year 10 Subject

By the end of Year 10 students will have had the opportunity to design and produce four designed solutions focused on one or more of the five technologies contexts. Students will be exposed to materials and technologies specialisations while also having opportunities to experience creating designed solutions for products, services and environments. This offering of open content will provide students with flexibility and choice.

In Year 10 students use design and technologies knowledge and understanding, processes and production skills. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and may use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Pathways

A course of study in Industrial Design and Technology promotes elements of critical and creative thinking with focus on skills that prepare students for the Industrial Technology Skills, Certificates in Engineering and Construction Pathways in Year 11/12.

Structure

The Year 10 Industrial Design and Technology curriculum provides a link between the junior and senior school, preparing students for success in Year 11/12. All students study introductory units, which focus on the ‘develop’ phase of the manufacturing process. Students will undertake learning experiences, which ensures that there is an opportunity to explore a range of manufacturing and engineering fields while utilising a range of different communication techniques and practical outcomes.

SEMESTER 1	SEMESTER 2
Unit 1: Production Skill and Materials **Unit 2**: Industrial Furnishing	**Unit 3**: Plastic and Electronics **Unit 4**: Metal and Textiles

Assessment

Student performance is recorded across a range of projects. Assessment is completed following specific parts of the design process.

SEMESTER 1	SEMESTER 2
Unit 1: Project – Folio **Unit 2:** Project – Folio	**Unit 3:** Project – Log Book **Unit 4:** Project – Log Book

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Certificate I in Manufacturing Pathways

Year 10 Subject

VET

MSM10216

Certificate I in Manufacturing Pathways is an elective subject in Year 10. The MSM10216 Certificate I in Manufacturing (Pathways) is designed to develop skills that are essential for employment and skills as well as technical skills that directly to the manufacturing/trade sectors. These skills are developed through a simulated workplace where students take on various roles in a manufacturing company which culminate in a finished product.

Achievement of the MSM10216 Certificate I in Manufacturing (Pathways) will provide the student with a set of competencies that collectively open up pathways into employment and/or further study in the manufacturing industry. The Pre-VET & Industrial Skills component is aimed at giving students the exposure to 'trade taster' like scenarios on campus to help inform their future decisions regarding career pathways.

Pathways

Achievement of the MSM10216 Certificate I in Manufacturing (Pathways) can provide pathways into employment and/or further study in the manufacturing industry. This elective will also expose students to various trade skills outside the manufacturing training package that may be further developed in senior VET pathways.

Structure (packaging rules)

The minimum requirements for achievement of the Certificate I in Manufacturing (Pathways) are completion of all nine (9) units of competency as described below 3 Core, 6 Elective:

Throughout the Year	
MSMPCI101	Adapt to work requirements in industry
MSMPCI102	Apply effective work practices
MSMPCI103	Demonstrate care and apply safe practices at work
MSMPCII299	Make an object from plastic
MSMOPS100	Use equipment
PMBFIN201	Finish products and components
PMBPROD240	Cut materials
MSMOPS101	Make measurements
MSMOPS244	Layout and cut materials

Assessment

This nationally recognised qualification requires students to be judged against benchmark standards that have been developed by industry for our training staff to assess whether students are competent in each unit of competency. Competency based assessment involves the collection of valid, reliable evidence that demonstrates a student can perform to the standard expected in the workplace as expressed in the nationally endorsed competency standards. After students have undergone assessment, they are deemed either 'competent' or 'not yet competent' in each unit of competency assessed. If they are deemed not yet competent in any units of competency, they will be given feedback on their performance and provided with guidance on resubmission until competency is achieved.

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Food & Nutrition

Year 10 Subject

Overview

Food and Nutrition is an elective subject in Year 10. Food and Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

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

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

Pathways

A course of study in Food and Nutrition could establish a basis for further education and employment in the fields of science, technology, engineering and health.

Structure

The Year 10 Food and Nutrition curriculum provides a link between the two pathways available in the senior school, preparing students for success in Year 11 and 12 in both subject options: Food and Nutrition, and Certificate II in Hospitality.

Student performance in the Year 10 Food and Nutrition learning area subject is an indicator of the likelihood of successful study in the same Senior Food and Nutrition Subject. Students can elect to study Food and Nutrition in Semester 1 or Semester 2, or as a full year course over both semesters.

Semester 1	Semester 2
Unit 1: The Science Behind Food **Unit 2:** Why Does it Rise?	**Unit 1**: Food Drivers and Emerging Trends **Unit 2**: Developing New Food Products

Assessment

SEMESTER 1	SEMESTER 2
Examination Project - Folio	Examination Project - Folio

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Hospitality Studies

Year 10 Subject

Hospitality Studies is an elective subject for Year 10 students. This subject is designed as an introduction to the fast paced; forever changing vocational industry that is Hospitality.

The units studied will open the door to the workings of the Hospitality industry: from the different venues and occupations to the operational knowledge and skills required to be an effective member of the industries' workforce. The units reflect the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge.

The focus of the course is to develop confidence and skill in preparing and presenting food products for customers whilst gaining knowledge and understanding of key aspects of the Hospitality industry including workplace health and safety, teamwork, communication and time management.

The foundation skills of reading, writing, oral communication and numeracy are embedded along with the beginnings of the development of the practical skills related to employment in various hospitality settings, such as restaurants, hotels, clubs and cafes.

Pathways

This introductory subject leads directly to the vocational studies in the Certificate II in Hospitality available for subject selection in Years 11 and 12. Undertaking the Certificate II in Hospitality provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Structure

Hospitality studies provides a link between the pathway available in the senior school, preparing students for success in Years 11 and 12 in the VET subject. To best prepare students for the demands of the senior subject, students will develop both theoretical knowledge and practical skills directly influenced by the Certificate II course work (Tourism, Travel and Hospitality Training Package) and the real-life skills required by employees working in the Hospitality Industry.

Student performance in Year 10 Hospitality Studies is an indicator of the likelihood of successful study in the Certificate II in Hospitality. Students can elect to study Hospitality Studies in semester 1 or semester 2 or as a full year course over both semesters.

SEMESTER 1	SEMESTER 2
An Introduction to the Hospitality Industry **Unit 1**: Kitchen Operations **Unit 2**: From the Kitchen to the Customer	**An Introduction to the Hospitality Industry** **Unit 1:** Hospitality Workforce: Behind the Scenes **Unit 2**: "Are you being served?"

Assessment

Student performance will be demonstrated in two categories: Written and Practical.

SEMESTER 1	SEMESTER 2
Task 1: Written Exam **Task 2:** Project: Folio	**Task 1:** Written Exam **Task 2:** Project: Folio

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Art

Year 10 Subject

In Art, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about art practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience. In addition to the overarching aims of the Australian Curriculum: The Arts, Art knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with arts making and ways of representing and communicating.

Pathways

Art supports students to view the world through various lenses and contexts. They recognise the significance of art histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply art knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in Art helps students to develop understanding of world culture and their responsibilities as global citizens. This course leads from Year 9 Art and links to Visual Art offered in Years 11 & 12.

Structure

Art is offered as an Elective Course in Year 10. The Year 10 curriculum aims to provide a link between junior and senior Art curriculum preparing students for success in Years 11 and 12 with the assessment types in Year 10 mirroring those presented in the senior curriculum. The course builds upon knowledge and assessment styles presented in junior Art and allows students to build skills associated with the elements of visual art as outlined ACARA achievement standards.

SEMESTER 1	SEMESTER 2
Unit 1: Social Commentary Through the focus of Social Commentary, students investigate and apply knowledge of visual conventions to the generation of their own original and creative compositions. Students also study how these visual conventions are manipulated by industry professionals, responding in written format through analysis, interpretations and evaluation.	**Unit 2**: "I AM" – Identity and Portraiture Through the focus of Identity and Portraiture, students explore the effective utilisation of 2D and 3D materials in the creation of original compositions through a personal context. As reference, students will study artist practitioners who develop self-portraits as part of their major arts practice, responding in a written format through analysis, interpretation and evaluation.

Assessment

Content descriptions in each Arts subject reflect the interrelated strands of Making (learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions) and Responding (exploring, responding to, analysing and interpreting artworks).

SEMESTER 1	SEMESTER 2
Unit 1: Making - Experimental Folio **Unit 1**: Making 2D/ 3D Resolved Task **Unit 1**: Responding – Written Task – Multimodal Report	**Unit 2:** Making - Experimental Folio **Unit 2**: Making – 2D/3D Resolved Task **Unit 2**: Responding to Artworks - Exam

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Drama

Year 10 Subject

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In addition to the overarching aims of the Australian Curriculum: The Arts, Drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Pathways

In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Students learn to express their ideas, thoughts and opinions as they discover and interpret the world, develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures. This course links to Drama offered in Senior.

Structure

Drama is offered as an Elective Course in Year 10. The Year 10 Drama curriculum aims to provide a link between junior and senior Drama curriculum preparing students for success in Years 11 and 12 12 with the assessment types in Year 10 mirroring those presented in the senior curriculum. The course builds upon knowledge and assessment styles presented in junior drama and allows students focus and build upon their skills associated with the elements of drama as outlined ACARA achievement standards. Students also experience live theatre and are encouraged to engage in live theatrical performances in preparation for Years 11 and 12.

SEMESTER 1	SEMESTER 2
Unit 1: Physical Theatre and Play Study (A study of the elements and conventions of Drama focusing on the rules of improvisation). **Unit 2:** Indigenous Theatre and One Person Show (A study of the elements of theatre focusing on Indigenous Theatre and the conventions of a One Person Show).	**Unit 1**: Collage Drama (Semester) / Political Theatre (Students make and respond to Drama by exploring the elements and conventions of Collage Drama through improvisation and script work).

Assessment

Content descriptions in each Arts subject reflect the interrelated strands of Making (learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions) and Responding (exploring, responding to, analysing and interpreting artworks).

SEMESTER 1	SEMESTER 2
Unit 1: Making - Performing **Unit 1**: Making- Responding to Live Theatre **Unit 2**: Forming (Practical)	**Unit 1:** Making - (Written) Forming **Unit 1**: Responding to live theatre – 3 Part Written Assessment

Cost

The costs associated with this course are included in the Student Resource Scheme.

Music

Year 10 Subject

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In addition to the overarching aims of the Australian Curriculum: The Arts, Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

Pathways

In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision-making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts. This course leads from Year 9 Music and links to Music offered in Years 11 and 12. Students also have the option of selecting Music Extension in Year 12 (Classroom music is a prerequisite for this).

Structure

Music is offered as an Elective Course in Year 10. The Year 10 Music curriculum aims to provide a link between junior and senior music curriculum preparing students for success in Years 11 and 12 with the assessment types in Year 10 mirroring those presented in the senior curriculum. Students must develop minimum skills in performance of music to ensure success in Senior Music. The course continues to build upon knowledge and assessment styles presented in junior music and further allows students to focus on specific and individualised areas of interest in music whilst continuing to build upon their knowledge and skills associated with the elements of music as outlined ACARA achievement standards. Students also engage with specialist software to aid their music *making* as well as prepare for other elements senior music.

SEMESTER 1	SEMESTER 2
Unit 1: From Jazz to R&B – Performance & Analysis Focus (A study of early Jazz to late R&B, Fusion, Rap; with a focus on Performing and learning about the musical elements with the musical works). **Unit 2:** From Jazz to R&B – Composition Focus (A study of early Jazz to late R&B, Fusion, Rap; with a focus on composing of similar genres using some of the musical elements).	**Unit 1**: This is Me – Performance and Analysis Focus (A study of own choice genres with a focus on Performing and learning about the musical elements with the musical works). **Unit 2**: This is Me – Composition Focus (A study of own choice genres with a focus on composing original works using the musical elements).

Assessment

Content descriptions in each Arts subject reflect the interrelated strands of Making *(*learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions) and Responding (exploring, responding to, analysing and interpreting artworks).

SEMESTER 1	SEMESTER 2
Unit 1: Making - Performance **Unit 1**: Responding – Analysis of Music **Unit 2**: Making and Responding - Composition	**Unit 1**: Making - Performance **Unit 1**: Responding – Analysis of Music **Unit 2:** Making and Responding - Composition

Cost

The costs associated with this course are included in the Student Resource Scheme.

Media

Year 10 Subject

In Media, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

In addition to the overarching aims for the Australian Curriculum: The Arts, Media knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Pathways

Media enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices. This course leads from Year 9 Media and links to Film, Television and New Media offered in Years 11 & 12.

Structure

Media is offered as an Elective Course in Year 10. The Year 10 Media curriculum aims to provide a link between junior and senior Media curriculum preparing students for success in Years 11 and 12 with the assessment types in Year 10 mirroring those presented in the senior curriculum. The course builds upon knowledge and assessment styles presented in Year 9 Media and allows students focus and build upon their skills associated with the elements of Media as outlined ACARA achievement standards. The Year 10 Media program continues to develop competence in the use of subject specific software essential to studies of Film, Television and New Media in the senior curriculum.

SEMESTER 1	SEMESTER 2
Unit 1: Under Construction (Students analyse and evaluate methods of communicating stories and points of view by refining and extending use of structure, intent, character, settings and genre conventions).	**Unit 1**. Non Dialogue Narrative (Students explore how narrative, genre, camera angles, shot types, camera movements, imagery/symbolism and sound are manipulated to communicate stories and points of view using the medium of non-dialogue narrative film). **Unit 2**: Film Analysis (Students explore how technical and symbolic elements are used in films and to tell the story and manipulate points of view).

Assessment

Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.

- *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- *Responding* includes exploring, responding to, analysing and interpreting artworks.

SEMESTER 1	SEMESTER 2
Unit 1: Stylistic Project Part A - Making - Design and Production **Unit 1**: Stylistic Project Part B - Responding – Reflective Statement **Unit 1**: Responding - Exam	**Unit 1**: Non Dialogue Narrative **Unit 2** : Essay Response

Cost

The costs associated with this course are included in the Student Resource Scheme.

Physical Education

Year 10 Subject

Physical Education is an elective subject in Year 10. This subject links to the HPE Australian Curriculum whilst preparing students for senior studies in Physical Education. Through studying PE, students enhance their understanding of how the body moves and strategies to increase participation and performance in physical activity. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills. Australian Curriculum: HPE aims to develop the knowledge, understanding and skills to enable students to:

- Understand and evaluate movement in a variety of contexts
- Devise and apply a range of strategies to enhance performance and participation
- Engage in and enjoy regular movement-based learning experiences

Students in this subject are assessed on their application of movement concepts and principles to their performance; however, they are not assessed on their athletic ability. Across the course of study, students will investigate how to optimise their engagement and performance about, through and in physical activity.

Pathways

This subject provides students with the opportunity to enhance their knowledge and skills, critical to studying Physical Education in year 11 and 12. Learners will develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Student performance in Foundation Physical Education is an indicator of the likelihood of successful study in Physical Education (11 & 12).

Structure

The Year 10 PE curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, Physical Education. Students have the option of electing to study PE for a semester or a year. While still working towards the Achievement Standard, students will undertake learning experiences directly linked to the requirements of Senior Physical Education. Students are able to select PE alongside HSR in year 10 as the two courses differ in subject matter and assessment types, and prepare them for different senior HPE subjects.

SEMESTER 1	SEMESTER 2
Unit 1: Tactical Awareness & Touch Football Students explore movement concepts, specialised movement sequences and movement skills relevant to invasion sports such as touch football. Students use this knowledge to evaluate their effectiveness to set up attack in touch football. **Unit 2**: Exercise Physiology & Netball Students explore energy production and their own fitness, in the context of netball, in order to decide which netball position they are most suited to play.	**Unit 1**: Sport Psychology in Invasion physical activities Students explore how psychological and environmental factors influence participation and performance in a range of invasion physical activities including, but not limited to, Ultimate Disc, AFL and Speedball. Students devise a strategy to enhance their participation or performance. **Unit 2**: Fair Play and Performance Students explore how factors influence player decision making, behaviour and attitude on and off the field and strategies to enhance fair play. Students will gather performance footage in order to evaluate their own effectiveness in demonstrating specialised movement sequences and strategies during game play.

Assessment

Assessment occurs across a variety of contexts, with a limited focus on demonstration in a performance environment.

SEMESTER 1		SEMESTER 2	
Unit 1	Unit 2	Unit 1	Unit 2
Investigation – Folio	Investigation – report	Investigation – Report	Exam & Performance

Cost

The costs associated with this course are included in the Student Resource Scheme.

Health

Year 10 Subject

Health is an elective subject in Year 10. This subject links to the HPE Australian Curriculum whilst preparing students for senior studies in Health Education. Through studying Health, students are provided with opportunities to explore and enhance their own and others' health. This focuses on various determinants that create and promote lifelong health, learning and active citizenship. Health offers students an inquiry- based and evaluation- oriented curriculum.

Students are introduced to and explore the broad notion of health. Students in this subject are assessed on their understanding of the overarching theories, frameworks and resources used to understand and critique the current health issues and concerns. Across the course of study, students will develop action plans to analyse, implement and evaluate strategies that build the capacity of an individual that build their personal, social and community resources.

Pathways

This subject provides students with the opportunity to enhance their knowledge and skills, critical to studying Health in year 11 and 12. Learners will develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences. Student performance in Health and Physical Education is an indicator of the likelihood of successful study in Health (11 & 12).

Structure

The Year 10 Health curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, Health. Students have the option of electing to study Health for a semester. While still working towards the Achievement Standard, students will undertake learning experiences directly linked to the requirements of Senior Health. Students are able to select Health alongside PE and HSR in year 10 as the courses differ in subject matter and assessment types, and prepare them for different senior HPE subjects.

SEMESTER 2
Unit 1: Better Health for you - Technology Technology can have a large impact on users' mental, social and physical health. Being overly connected can cause various health concerns for young people. Besides affecting users' mental and social health, use of technology can also have negative repercussions on physical health. Vision problems, hearing loss and sleep disturbance amongst adolescences is on the rise. Is our over connectedness to blame? **Unit 2**: Mental Fitness Reported rates of mental illness continue to climb amongst young Australians. Families, support people and peers can be critically important for people who are struggling with their mental health. They may provide important emotional support, as well as practical assistance. This support can make a significant difference to a person's journey.

Assessment

Assessment occurs across a variety of contexts, with a limited focus on demonstration in a performance environment.

SEMESTER 2	
Unit 1	Unit 2
Investigation – Analytical Exposition	Examination – Response to stimulus

Cost

The costs associated with this course are included in the Student Resource Scheme.

Health, Sport and Recreation (HSR) is an elective subject in Year 10. Through studying HSR, students will participate in a range of sport and recreation activities including social and competitive sport, fitness programs and outdoor pursuits. Participation in these activities enhance student understanding of the role of physical activity and its link to personal and community wellbeing.

Australian Curriculum: HPE aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote personal and community wellbeing.
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally

Pathways

A course of study in HSR promotes critical inquiry skills, communication, empathy, active engagement in their own and others' wellbeing and the skills to flourish as healthy, safe and active citizens in the 21st century. Student performance in Health, Sport & Recreation is an indicator of the likelihood of successful study in Sport & Recreation and Cert III in Fitness.

Structure

The Year 10 HSR curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, especially Sport & Recreation and Cert III in Fitness. Students have the option of electing to study HSR for a semester or a year. While still working towards the Achievement Standard, students will undertake learning experiences directly linked to the requirements of Sport & Recreation and Cert III in Fitness. Students are able to select HSR alongside Foundation Physical Education in year 10 as the two courses differ in subject matter and assessment and prepare students for different senior HPE subjects.

SEMESTER 1	SEMESTER 2
Unit 1: Training & Group Fitness Students explore the principles of training and strategies to enhance community wellbeing through mass participation fitness activities. • Optimising positive engagement • Enhancing fitness and wellbeing • Health benefits of physical activity **Unit 2**: Ethical use of technology Students explore how technology influences participation and performance in sport and recreation. • Sport and Games • Social media • Technological advancements	**Unit 1**: Healthy Living Students explore factors that influence lifestyle choices and strategies to enhance personal health • Lifelong physical activities • Mental health and wellbeing • Food and nutrition **Unit 2:** The role of a Coach Students explore strategies to enhance the learning process in a specific physical activity context. • Group dynamics • Types of feedback and communication • Inclusion and diversity • Coaching strategies

Assessment

Students are assessed within two strands: personal, social and community health, and movement and physical activity. Physical activities will vary throughout the course.

SEMESTER 1		SEMESTER 2	
Unit 1	Unit 2	Unit 1	Unit 2
Project (including performance)	Investigation & Performance	Extended response - Report & Performance	Examination & Performance

Cost

The costs associated with this course are included in the Student Resource Scheme.

Senior Year 11 & 12

Welcome

The progression from Year 10 to Year 11 marks a significant point in the education of a young person. It is time to consider how to draw on individual character strengths and skills to maximise opportunities for the future.

In Queensland, students are required to continue to learn at school until they finish Year 10, or turn 16, whichever comes first. After that, young people must stay in education or training for a further two years, or until they turn 17. We refer to Year 11 and 12 as *Post Compulsory* schooling, which comes with a renewed commitment to learning and engagement at school.

From year 11 students work towards The Queensland Certificate of Education (QCE). The QCE is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12. To receive a QCE, students must achieve a set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements.

The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

To assist with the design of a student's individual learning program to meet the requirements of a QCE, students and their parents are required to develop a Senior Education and Training (SET) Plan. The document maps out a student's plan of action for their education and training in the Senior Phase of Learning.

The decisions you are faced with now – the choice of a selection of subjects for Years 11 and 12 – will have considerable bearing on how you approach these critical years and how you will cope with them. Subject choice at this level is an important task which must be approached carefully and seriously.

This subject guide has been designed to assist you with choosing subjects for the Senior Phase of Learning. I urge you to read through all sections carefully, and to consider the options available so that you can make choices suited to your particular needs. I implore you to base your decisions on abilities and preferences reflected in your past eleven years of schooling – make your choices wisely. Seek the advice of your parents, teachers, the Guidance Officer, and the HOD (Senior School) to assist you in your decision making.

Work in the Senior School is more demanding than in Year 10 and requires a serious commitment, a conscientious attitude and much more self-discipline. You will need to think seriously about your commitment and willingness to work to the best of your ability, both in class and at home.

I wish you well in making your decisions.

Jan Maresca
Executive Principal
Stretton State College

Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.
A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students at Stretton State College are working towards attaining their QCE at the end of year 12. To receive a QCE, students must meet the following requirements:

- **Set amount of learning:** 20 credits from contributing courses of study, including:
  - QCAA General and Applied Subjects
  - Vocational education and Training (VET) qualifications
    - **Set pattern:** At least 12 credits must come from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study
    - **A set standard of achievement** Satisfactory completion of each semester (Unit 1 & 2) of year 11 and exit on a grade of C or better in year 12 (Unit 3 & 4) for General and Applied Subjects. Vocational Education and Training contribute QCE credits from competency or qualification completion, pass or equivalent
    - **Literacy and Numeracy Requirements:** At least a C grade in an English and Mathematics Subject.

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

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

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

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

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

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

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

Vocational Education and Training (VET)

- Studies in VET may be undertaken at school or through a registered training provider (RTO) which specialise in the specific vocational training area being delivered.
- The qualifications gained are nationally recognised.
- VET studies focus on work skills and allow students to enter the workforce and/or move on to further vocational or academic studies.
- Some of the courses will attract Vocational Education Training in Schools (VETIS) funding which will assist in the resources used to deliver these extensive qualifications.

School-Based Apprenticeship and/or Traineeship (SAT)

- Part-time School-based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school.
- These are based on industry standards and can lead to nationally recognised qualifications.
- On completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies that are completed prior to leaving at the end of Year 12 can contribute to the Queensland Certificate of Education.

Structured Work Placement/Work Experience

- The program provides students with the opportunity to experience the workplace in an area that they feel they may be interested in pursuing in the future.
- While at work, it is possible to gain credit towards competencies that they are studying at school.
- The Senior Schooling Office manages these programs and all enquiries should be directed to the office.
- Structured Work Placement is not paid work.

TAFE at Schools Program

- A range of vocational courses (Certificate qualifications) are offered to senior secondary students by TAFE.
- Each of the Institutes will advertise expressions of interest in in the year prior to the enrolment year.
- Students complete an Expression of Interest Form at SETPLAN to be eligible to commence in a TAFE at Schools program as part of their Year 11/12 program.
- Students will receive an enrolment pack from TAFE and enrolment will be confirmed when payment of fees is received by TAFE (before the course commences).

Brisbane School of Distance Education

- BSDE offers high quality accredited programs to students throughout Queensland.
- BSDE integrates traditional learning with the online interactive technology to deliver educational programs.
- Students can only study a BSDE subject if not offered at SSC e.g. French, Chinese, Philosophy & Reasoning. Classes are conducted before school (8am-9am) and students must be motivated and responsible for their learning. For more information discuss with the Senior Schooling HOD or visit: https://brisbanesde.eq.edu.au/Curriculum/Seniorsecondary/Pages/SET-Plan-Presentations.aspx

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

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

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. (English, Essential English, Literature.)
While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview
General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.
Students should complete Units 1 and 2 before starting Units 3 and 4.

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. At Stretton, students in Year 11 will experience assessment types similar to those in Year 12.

Schools report satisfactory completion of Units 1 and 2 to the QCAA. Bi-Annual reporting to students and parents is based on semester results on an A-E scale.

Units 3 and 4 Assessments

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

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.
The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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

External assessment

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

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

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

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.
Schools develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result.
Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.
The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus.
The CIA is:

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

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

Summative internal assessment — instrument-specific standards

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

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

Underpinning Factors

All senior syllabuses are underpinned by:

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

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

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

Applied Syllabuses

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

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

Stretton State College: Year 11 and 12 Subject Selection Guidelines

This information is designed to assist Year 10 students to make an appropriate subject selection for the next two years. Students and parents are urged to carefully read this document and make decisions based on learning and reflection in the Year 10 Pastoral Care Careers Unit.

Year 11 and 12 Subject Selection Rules at Stretton:

- ✓ Study 6 subjects in both Year 11 and Year 12
- ✓ Study either English, Literature OR Essential English
- ✓ Study either Essential Mathematics, General Mathematics OR Mathematical Methods
- ✓ Students intending to study Specialist Mathematics must also study Mathematical Methods
- ✓ Students intending to study a VET qualification, School Based Traineeship or Apprenticeship that requires a day off Campus will select subjects that are from the Applied and VET categories only.
- ✓ The subjects that will be timetabled at Stretton for Year 11 will be based on minimum viable class sizes. If students choose a subject which ultimately cannot be offered, they will be contacted and assisted to make another selection.

Year 11/12 Subject Offerings

GENERAL SUBJECTS	APPLIED SUBJECTS	VOCATIONAL EDUCATION AND TRAINING SUBJECTS
• English • Literature • General Mathematics • Mathematical Methods • Specialist Mathematics • Biology • Chemistry • Physics • Psychology • Earth and Environmental Science • Ancient History • Modern History • Geography • Legal Studies • Accounting • Business • Economics • Visual Art • Drama • Music • Music Extension (Y12) • Film, Television and New Media • Physical Education • Health • Design • Digital Solutions • Engineering • Food & Nutrition • Italian	• Essential English • Essential Mathematics • Science in Practice • Social & Community Studies • Industrial Technology Skills • Information & Communication Technology • Music in Practice • Visual Art in Practice • Drama in Practice • Sport and Recreation	• Certificate III in Business • Diploma of Business • Certificate IV Crime & Justice • Certificate II in Hospitality • Certificate III in Hospitality • Certificate I and II in Construction (Pilot Program) • Certificate II in Engineering Pathways • Certificate III and Certificate IV in Fitness • Certificate III in Information Technology

Applied and VET Subjects Helpful Pathways

There are no prerequisites for entry into Vocational Education and Training and Applied Subjects. The list below outlines the helpful pathways in junior that prepare students with skills required for transition into the senior subjects.

Learning Area	Subject	Category	Recommended Prior Learning
English	Essential English	Applied	Completion of Year 10 English
Mathematics	Essential Mathematics	Applied	Completion of Year 10 Maths
Science	Science in Practice	Applied	
Technologies	Industrial Technology Skills	Applied	Completion of Certificate I in Manufacturing recommended
	Certificate I in Construction	Vocational Education and Training	Completion of Certificate I in Manufacturing or any Technologies Subject
	Certificate II in Engineering Pathways	Vocational Education and Training	Completion of Certificate I in Manufacturing or any Technologies Subject
	Certificate II in Hospitality	Vocational Education and Training	Successful completion of Year 10 Hospitality Studies
	Certificate III in Hospitality	Vocational Education and Training	Successful completion of Year 10 Hospitality Studies and *Part-time job in hospitality due to 36 industry shift requirements*
Digital Technologies	Information and Communication Technology	Applied	Completion of Year 10 studies
	Certificate III in Information Technology	Vocational Education and Training	Completion of Year 10
	Certificate II in Applied Digital Technologies	Vocational Education and Training	Completion of Year 10
The Arts	Visual Art in Practice	Applied	Completion of a Year 10 Subject from The Arts
	Music in Practice	Applied	Completion of a Year 10 Subject from The Arts
	Drama in Practice	Applied	Completion of a Year 10 Subject from The Arts
Health and Physical Education	Sport and Recreation	Applied	Completion of Health, Sport and Recreation and/or Foundation PE
	Certificate III Fitness	Vocational Education and Training	Completion of a Junior Health and Physical Education Subject
	Certificate IV Fitness	Vocational Education and Training	Completion of a Junior Health and Physical Education subject, B result in Year 10 Prep English recommended
Humanities and Social Sciences	Social and Community Studies	Applied	Completion of Year 10 studies
	Certificate IV Crime & Justice	Vocational Education and Training	Completion of Year 10 studies and C in Year 10 English

Business	Certificate III in Business	Vocational Education and Training	Completion of Year 10 studies
	Diploma of Business	Vocational Education and Training	Completion of Year 10 studies and a C or higher in English

General Year 11/12 Subject Prerequisites

Stretton State College School requires that students meet mandatory prerequisites for entry into senior General subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

Note: *Students must demonstrate at least a C standard in Prep General English to undertake most General subjects in Year 11, with some recommending a B standard.*
If you have any concerns or have reason to request a waiver of the prerequisite, please make an appointment with the Head of Department for that Learning Area.

Learning Area	Subject	Category	Prerequisite – applied when confirming course selection for SET Plan Semester 1 and/or 2 of Year 10
English	English	General	C in Prep English
	Literature	General	B in Prep Literature or English
Mathematics	General Mathematics	General	C in Prep General Maths
	Mathematics Methods	General	C in Prep Maths Methods (B recommended)
	Specialist Mathematics	General	C in Prep Specialist Maths and B Prep Maths Methods
Sciences	Biology	General	C in Life Science (B recommended)
	Chemistry	General	C in Prep Chemistry (B recommended)
	Earth and Environ. Sciences	General	C in Life Science (B recommended)
	Physics	General	C in Prep Physics (B recommended)
	Psychology	General	C in Prep Psychology (B recommended)
Technologies	Design	General	B in Pre Design and C in English
	Digital Solutions	General	C in Digital Technologies, B in General Mathematics or a C in Methods, and a B in English
	Engineering	General	B in Pre Engineering and/or B in Prep General Maths, C in Prep Methods, C in Physics
	Food & Nutrition	General	C in Food and Nutrition or C in Hospitality, and C in English
The Arts	Drama	General	C in Drama (Yr 9/10) and C in English
	Film, Television and New Media	General	C in Junior Media (Y9/10)
	Music	General	C in Junior Music (Y9/10)
	Music Extension (Yr. 12 only)	General	B in Year 11 Music Interview with HOD The Arts
	Visual Art	General	C in Art (B recommended)
Health & Physical Ed.	Physical Education	General	C in Foundation PE (B recommended) and C English
Humanities and Social Sciences	Accounting	General	C in English and C Prep General Maths
	Ancient History	General	C in English and C in History or Civics
	Business	General	C in English and Business
	Economics	General	C in English and C in Business and Economics (B recommended)
	Geography	General	C in English and C in Geography, History or Civics
	Italian	General	C in English and C in Italian
	Legal Studies	General	C in English and C in Civics
	Modern History	General	C in English and C in History or Civics

Choosing Your Subjects

If is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Find out as much as you can about:

- Careers
- Subjects
- Courses
- Pre-requisites and jobs for further courses

Ask the Guidance Officer, the HOD Senior School, Deputy Principal and other teachers for more information.

Subject choices should reflect your abilities and interests

- Read subject descriptions, pre-requisites and course outlines in this booklet.
- Watch the Subject Expo and Pathways videos.
- Talk to Heads of Departments and teachers of each subject.
- Look at books and materials used in the subject.
- Talk to students who are already studying the subject.

Advice to students

- Select your subjects in light of your interests, ability, willingness to commit to learning, career plans.
- Make up your own mind with the support of your family. Do not choose a subject because your friend has selected it.
- Do not select a subject just because a favoured teacher takes it. Class composition and teacher allocation vary from year to year.

Consider Vocational Education and Training

If you are interested in developing work related skills and vocational areas of study for future employment you should consider the range of high level certificate courses available while you are at school.
Success in this area of study will give you advanced standing (credit) in a higher level of vocational education and training course that you are interested in, developing practical skills and gaining qualifications that can lead to employment after Year 12.

Be Prepared to ask for Help

After following these suggestions, you and your parents may still be confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available to talk to in senior schooling. It is important that you and your parents meet to discuss your plans with an advisor at the SETP interview.

Useful Links

QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY
www.qcaa.qld.edu.au/

AUSTRALIA'S NATIONAL CAREER INFORMATION SERVICE, MY FUTURE
www.myfuture.edu.au

EDUCATION QUEENSLAND CURRICULUM EXCHANGE for STUDENTS
https://education.qld.gov.au/careers

QTAC-QUEENSLAND TERTIARY ADMISSIONS CENTRE
www.qtac.edu.au

TAFE QUEENSLAND
www.tafeqld.edu.au

TAFE BRISBANE
www.tafebrisbane.edu.au

General Subject Offerings

English

General senior subject

General

Overview

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Literature

General senior subject

General

Overview

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 take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

Structure

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

General Mathematics

General senior subject

Overview

The major domains in General Mathematics are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices. These domains build 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 nonlinear expressions
- sequences
- matrices and networks to model and solve authentic problems
- trigonometry to find solutions to practical problems
- the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

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

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms.
- Use mathematical knowledge – perform calculations with and without technology.
- Communicate mathematical knowledge – use mathematical and everyday language, organise and present information both graphically and symbolically, and describe and represent mathematical models.
- Evaluate the reasonableness of solutions – interpret and verify results obtained, assess implications, strengths and limitations of their solutions and consider alternative methods or refinements.
- Justify procedures or decisions – explain mathematical reasoning in detail and provide reasons for choices made or conclusions reached.
- Solve mathematical problems – analyse contexts of problems to translate information into mathematical form and then develop, refine and use mathematical models where applicable.

Structure

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Mathematics Methods

General senior subject

General

Overview

The major domains of Mathematical Methods are Algebra, Functions, Relations and their graphs, Calculus and Statistics. Topics within this course are developed systematically, with increasing levels of sophistication, complexity and connection, and build on concepts covered in the P–10 Australian Curriculum. Domains such as Calculus and Statistics are essential for developing an understanding of the physical world and the ability to analyse phenomena involving uncertainty and variation. Both these domains are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students studying this course will 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.

Students will systematically use technology to make connections between mathematical theory, practice and application in order to develop skills required to address the demands of the 21st century. This enables a positive effect on the development of conceptual understanding and student disposition towards mathematics in the real world.

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.

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

Objectives

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

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms.
- Use mathematical knowledge – perform calculations with and without technology.
- Communicate mathematical knowledge – use mathematical and everyday language, organise and present information both graphically and symbolically, and describe and represent mathematical models.
- Evaluate the reasonableness of solutions – interpret and verify results obtained, assess implications, strengths and limitations of their solutions and consider alternative methods or refinements.
- Justify procedures or decisions – explain mathematical reasoning in detail and provide reasons for choices made or conclusions reached.
- Solve mathematical problems – analyse contexts of problems to translate information into mathematical form and then develop, refine and use mathematical models where applicable.

Structure

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Specialist Mathematics

General senior subject

General

Overview

The domains of Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics within this course are developed systematically, with increasing levels of sophistication, complexity and connection. Learning builds on the concepts within functions, calculus, statistics from the Mathematical Methods course, and introduces the concepts of vectors, complex numbers and matrices.

The study of Functions and calculus are essential for creating models of the physical world, while 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.

Specialist Mathematics will enable students to 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.

Objectives

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

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms.
- Use mathematical knowledge – perform calculations with and without technology.
- Communicate mathematical knowledge – use mathematical and everyday language, organise and present information both graphically and symbolically, and describe and represent mathematical models.
- Evaluate the reasonableness of solutions – interpret and verify results obtained, assess implications, strengths and limitations of their solutions and consider alternative methods or refinements.
- Justify procedures or decisions – explain mathematical reasoning in detail and provide reasons for choices made or conclusions reached.
- Solve mathematical problems – analyse contexts of problems to translate information into mathematical form and then develop, refine and use mathematical models where applicable.

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

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.

Structure

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Biology

General senior subject

General

Overview

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:

1. **Describe ideas and findings** to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding** to concepts, theories, models and systems within their limitations, using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations, and uncertainty. In qualitative data, they identify the essential elements, features, or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions, or decisions.
4. **Interpret evidence** to draw conclusions and develop scientific arguments and compare, deduce, extrapolate, infer, justify, and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims, and processes** by critically reflecting on the available evidence to extrapolate findings to support or refute claim and use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena** by developing rationales and research questions for experiments and investigations so they can modify methodologies to collect primary data with the appropriate management of risks and ethical or environmental issues and select secondary sources, whilst acknowledging sources of information.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Chemistry

General senior subject

General

Overview

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:

1. **Describe ideas and findings** to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding** to concepts, theories, models and systems within their limitations, using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations, and uncertainty. In qualitative data, they identify the essential elements, features, or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions, or decisions.
4. **Interpret evidence** to draw conclusions and develop scientific arguments and compare, deduce, extrapolate, infer, justify, and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims, and processes** by critically reflecting on the available evidence to extrapolate findings to support or refute claim and use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena** by developing rationales and research questions for experiments and investigations so they can modify methodologies to collect primary data with the appropriate management of risks and ethical or environmental issues and select secondary sources, whilst acknowledging sources of information.

Structure

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Earth & Environmental Science

General senior subject

General

Overview

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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 Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Pathways

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

1. **Describe ideas and findings** to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding** to concepts, theories, models and systems within their limitations, using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations, and uncertainty. In qualitative data, they identify the essential elements, features, or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions, or decisions.
4. **Interpret evidence** to draw conclusions and develop scientific arguments and compare, deduce, extrapolate, infer, justify, and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims, and processes** by critically reflecting on the available evidence to extrapolate findings to support or refute claim and use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena** by developing rationales and research questions for experiments and investigations so they can modify methodologies to collect primary data with the appropriate management of risks and ethical or environmental issues and select secondary sources, whilst acknowledging sources of information.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth systems • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	**Earth processes — energy transfers and transformations** • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	**Living on Earth — extracting using and managing Earth resources** • Use of non-renewable • Earth resources • Use of renewable Earth resources	**The changing Earth — the cause and impact of Earth hazards** • The cause and impact of Earth hazards • The cause and impact of global climate change

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Physics

General senior subject

General

Overview

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. They 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. 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, surveying, aeronautics, computer science, sport science, medicine, and technology.

Objectives

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

1. **Describe ideas and findings** to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding** to concepts, theories, models and systems within their limitations, using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations, and uncertainty. In qualitative data, they identify the essential elements, features, or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions, or decisions.
4. **Interpret evidence** to draw conclusions and develop scientific arguments and compare, deduce, extrapolate, infer, justify, and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims, and processes** by critically reflecting on the available evidence to extrapolate findings to support or refute claim and use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena** by developing rationales and research questions for experiments and investigations so they can modify methodologies to collect primary data with the appropriate management of risks and ethical or environmental issues and select secondary sources, whilst acknowledging sources of information.

Structure

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Psychology

General senior subject

General

Overview

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness, and sleep. They investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorders and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. They also examine individual thinking and how it is determined by the brain, including perception, memory, and learning and consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes, and cross-cultural psychology.

Students collect and analyse data; and interpret evidence. They also use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate their understanding, findings, arguments, and conclusions using appropriate representations, modes and genres.

Pathways

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

Pathways

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

1. **Describe ideas and findings** to give a detailed account of scientific phenomena, concepts, theories, models and systems.
2. **Apply understanding** to concepts, theories, models and systems within their limitations, using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
3. **Analyse data.** Students consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations, and uncertainty. In qualitative data, they identify the essential elements, features, or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions, or decisions.
4. **Interpret evidence** to draw conclusions and develop scientific arguments and compare, deduce, extrapolate, infer, justify, and make predictions based on their analysis of data.
5. **Evaluate conclusions, claims, and processes** by critically reflecting on the available evidence to extrapolate findings to support or refute claim and use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
6. **Investigate phenomena** by developing rationales and research questions for experiments and investigations so they can modify methodologies to collect primary data with the appropriate management of risks and ethical or environmental issues and select secondary sources, whilst acknowledging sources of information.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Design

General senior subject

General

Overview

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
Stakeholder-centred Design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Engineering

General senior subject

General

Overview

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to: civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems.

Objectives

By the conclusion of the course of study, students:

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make 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
Engineering fundamentals and society • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy	**Statics of structures and environmental considerations** • Application of the problem solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces	**Machines and mechanisms** • Machines in Society • Materials • Machine control

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Summary report	25%	Summative internal assessment 3 (IA3): Summary report	25%
Summative internal assessment 2 (IA2): Examination	25%	Summative external assessment (EA): Examination	25%

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Food & Nutrition

General senior subject

General

Overview

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

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development. Students will learn the physical and chemical composition of food to understand how food behaves under different processing and storage conditions, and how to improve the safety and quality of food and the range of products available.

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

Pathways

As a Food & Nutrition scientist you will be in demand to provide safe and nutritious food to the increasing global population and work in community nutrition and education, food policy, research and development, food safety, food processing, food quality assurance, or technical sales and marketing.

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Topic 1: Introduction to the food system • Topic 2: Vitamins and minerals • Topic 3: Protein • Topic 4: Sensory profiling • Topic 5: Developing food solutions	**Food drivers and emerging trends** • Topic 1: Consumer food drivers • Topic 2: Sensory profiling • Topic 3: Labelling and food safety • Topic 4: Food formulation for consumer markets	**Food science of carbohydrate and fat** • Topic 1: The food system • Topic 2: Carbohydrate • Topic 3: Fat • Topic 4: Developing food solutions	**Food solution development for nutrition consumer markets** • Topic 1: Nutrition consumer markets • Topic 2: Formulation and reformulation for nutrition consumer markets • Topic 3: Food development process

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination	20%	Summative internal assessment 3 (IA3): Summary report	30%
Summative internal assessment 2 (IA2): Summary report	25%	Summative external assessment (EA): Examination	25%

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Drama

General senior subject

General

Overview

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? • 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? • Realism, including Magical • Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** • How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** • How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project – practice-led project	35%
Summative internal assessment 2 (IA2): Project – dramatic concept	20%		
Summative external assessment (EA): 25%: **Examination**			

Cost

The costs associated with this course are included in the Student Resource Scheme.

Film, Television & New Media

General senior subject

General

Overview

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

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

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

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: technologies • How are tools and associated processes used to create meaning? • Concept: institutions • How are institutional practices influenced by social, political and economic factors? • Concept: languages • How do signs and symbols, codes and conventions create meaning?	**Story forms** • Concept: representations • How do representations function in story forms? • Concept: audiences • How does the relationship between story forms and meaning change in different contexts? • Concept: languages • How are media languages used to construct stories?	**Participation** • Concept: technologies • How do technologies enable or constrain participation? • Concept: audiences • How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions • How is participation in institutional practices influenced by social, political and economic factors?	**Identity** • Concept: technologies • How do media artists experiment with technological practices? • Concept: representations • How do media artists portray people, places, events, ideas and emotions? • Concept: languages • How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 3 and 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Music

General senior subject

General

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Music Extension (Composition)

General senior subject – Year 12 Only

General

Overview

Music Extension (Composition) 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.

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.

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

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Music Extension (Performance)

General senior subject – Year 12 Only

General

Overview

Music Extension (Performance) 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 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.

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

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.

Structure

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Music Extension (Musicology)

General senior subject - Year 12 Only

General

Overview

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

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
- analyse music
- investigate music
- synthesise information

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.

Structure

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

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Visual Art

General senior subject

General

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** • Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** • Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** • Through inquiry learning, the following are explored: • 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 will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

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

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Physical Education

General senior subject

General

Overview

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 model appropriate features for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Health

General senior subject

Overview

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.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health educated people who can solve problems and contribute to improved health outcomes across the
lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

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 inquire model
- analyse and interpret information to draw conclusion about health-related topics and issues
- critique information to distinguish determinants that influence health status
- 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.
- organise information for particular purposes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Resilience as a personal health resource	Peer and family as resources for healthy living Electives – Alcohol and other drugs Body Image	Community as a resource for healthy living Electives – Homelessness Transport Safety Anxiety	• Respectful relationships in the post-schooling transition

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Ancient History

General senior subject

General

Overview

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgements
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Art and architecture	**Personalities in their time** • Hatshepsut • Cleopatra	**Reconstructing the ancient world** • Fifth Century Athens (BCE) • Early Imperial Rome	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: Thutmose III / Rameses II / Themistokles / Alkibiades / Scipio Africanus / Caesar / Augustus

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation – historical essay based on research	25%
Summative internal assessment 2 (IA2): Independent source investigation	25%	Summative external assessment (EA): **Examination — short responses to historical sources**	25%

Cost

The costs associated with this course are included in the Student Resource Scheme.

Geography

General senior subject

General

Overview

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

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

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

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – combination response	25%	Summative internal assessment 3 (IA3): Investigation – data report	25%
Summative internal assessment 2 (IA2): Investigation – field report	25%	Summative external assessment (EA): **Examination – combination response**	25%

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Legal Studies

General senior subject

General

Overview

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 response that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – combination response	25%	Summative internal assessment 3 (IA3): Extended response – argumentative essay	25%
Summative internal assessment 2 (IA2): Investigation – inquiry report	25%	Summative external assessment (EA): **Examination — combination response**	25%

Cost

The costs associated with this course are included in the Student Resource Scheme.

Modern History

General senior subject

General

Overview

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 evidence from historical sources to form a historical argument
- evaluation evidence from historical sources to make judgements
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • American Revolution, 1763–1783	**Movements in the modern world** • Women's Movement Since 1893 (Second Wave Feminism) • African American Civil Rights Movement (1954 – 1968)	**National experiences in the modern world** • China, 1931–1976 • Israel, 1948–1993	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Cold War, 1945–1991

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation – historical essay based on research	25%
Summative internal assessment 2 (IA2): Independent source investigation	25%	Summative external assessment (EA): **Examination — short response to historical sources**	25%

Cost

The costs associated with this course are included in the Student Resource Scheme.

Italian

General senior subject

General

Overview

Italian provides students with the opportunity to reflect on their understanding of the Italian 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 Italian-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 Italian 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 Italian 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 Italian 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 Italian.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita **My world** • Family/carers and friends • Lifestyle and leisure • Education	**Esplorando il mondo** **Exploring our world** • Travel • Technology and media • The contribution of Italian culture to the world	**La nostra societa** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Il mio futuro** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – short response	15%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination – combination response	30%	Summative external assessment (EA): Examination — combination response	25%

Cost

The costs associated with this course are included in the Student Resource Scheme.

Accounting

General senior subject

General

Overview

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. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

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

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

Pathways

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

Objectives

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

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- 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 • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business	**Management effectiveness** • Accounting for a trading GST business • End-of-year reporting for a trading GST business	**Monitoring a business** • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** • Cash management • Complete accounting process for a trading GST business • Performance analysis of a public company

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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%

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Business

General senior subject

General

Overview

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 • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Economics

General senior subject

General

Overview

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models The basic economic problem Economic flows Market forces	**Modified markets** Markets and efficiency Case options of market measures and strategies	**International economics** The global economy International economic issues	**Contemporary macroeconomics** Macroeconomic objectives and theory Economic management

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with assessment types undertaken in Units 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 assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

Cost

The costs associated with this course are included in the Student Resource Scheme.

Digital Solutions

General senior subject

General

Overview

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 • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 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 assessments

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 – digital solution	30%	Summative external assessment (EA): Examination	25%

Cost

The costs associated with this course are included in the Student Resource Scheme.

Applied Subject Offerings

Essential English

Applied

Applied senior subject

Overview

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response – spoken/signed response	Summative internal assessment 3 (IA3): Extended response – multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response – written response

Cost

The costs associated with this course are included in the Student Resource Scheme.

Essential Mathematics

Applied senior subject

Applied

Overview

The major domains in Essential Mathematics 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 • Fundamental topic: Calculations • Number • Representing data hs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

In Units 1 and 2 students will complete formative assessments, consistent with those undertaken in Units 3 & 4.

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

Summative assessments

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

Cost

The costs associated with this course are included in the Student Resource Scheme.

Science in Practice

Applied senior subject

Applied

Overview

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

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities. Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real- world and/or lifelike scientific contexts.

Pathways

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

Objectives

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

- **describe ideas and phenomena**

Students give an account of scientific ideas and phenomena and the skills and processes used to complete a scientific task. They express information in a variety of modes using scientific language, representations and genre conventions.

- **execute procedures**

Students demonstrate skills and processes to complete a scientific task. They collect and collate information from primary and secondary sources. Students follow workplace health and safety procedures and ethical and environmental considerations

- **analyse information**

Students recognise a variety of forms of information produced from experiments and research, e.g. words, symbols, pictures, graphs. They identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations.

- **interpret information**

Students draw conclusions from their analysis of information from experiments and research. They identify expectations and requirements in scenarios.

- **evaluate conclusions and outcomes**

Students make judgments about conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts. They make recommendations about future investigations and projects.

- **plan investigations and projects**

Students make decisions about methodologies, sources and processes to reach conclusions and achieve outcomes. They ensure that workplace health and safety and ethical and environmental considerations are incorporated into planning.

Structure

The Science in Practice course is designed around four QCAA-developed derived from a variety of options

Unit 1	Unit 2	Unit 3	Unit 4
Sustainability	Forensic Science	Communicable and Non-Communicable Diseases	Transportation

Assessment

For Science in Practice, assessment **from Units 3 and 4** is used to determine the student's exit result, and consists of four instruments, including: at least one applied investigation and one practical project per unit. Assessment instruments in Unit 1 and 2 are formative and designed to prepare students for the skills required in Unit 3 and 4 assessment. Students are also required to complete five hours of fieldwork as part of this course of study which will be conducted either at school or via an excursion depending on availability.

Formative Assessments		**Summative Assessments**	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Item 1 - Applied Investigation: Written Report Item 2 - Practical Project: Physical product + documentation of processes	Item 3 - Applied Investigation: Multimodal presentation Item 4 - Practical Project: Demonstrated skills + documentation of processes	Item 5 - Applied Investigation: Multimodal presentation Item 6 - Practical Project: Physical product	Item 7 - Applied Investigation: Written Report Item 8 - Practical Project: Demonstrated skills + documentation of processes

Cost

The costs associated with this course are included in the Student Resource Scheme.

Industrial Technology Skills

Applied senior subject

Applied

Overview

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

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

Industrial Technology Skills is a four-unit two year course of study, with one unit occurring per semester. From each Industrial Sector at least two Unit Options will be allocated.

Industrial Sector	Units Options	
Building & Construction Skills	Unit option A: Site preparation and foundations Unit option B: Framing and cladding Unit option C: Fixing and finishing Unit option D: Construction in the domestic building industr	Unit option E: Construction in the commercial building industry Unit option F: Construction in the civil construction industry
Engineering Skills	Unit option A: Fitting and machining Unit option B: Welding and fabrication Unit option C: Sheet metal working Unit option D: Production in the structural engineering industry	Unit option E: Production in the transport engineering industry Unit option F: Production in the manufacturing engineering industry
Furnishing Skills	Unit option A: Furniture-making Unit option B: Cabinet making Unit option C: Interior furnishing	Unit option D: Production in the domestic furniture industry Unit option E: Production in the commercial furniture industry Unit option F: Production in the bespoke furniture industry
Industrial Graphics Skills	Unit option A: Drafting for residential building Unit option B: Computer-aided manufacturing Unit option C: Computer-aided drafting — modelling	Unit option D: Graphics for the construction industry Unit option E: Graphics for the engineering industry Unit option F: Graphics for the furnishing industry

Assessment

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. Each Unit Option has a designated assessment amount and type that goes with it.

Summative assessments

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four assessment instruments, as determined by the Unit Option allocated.

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Music in Practice

Applied senior subject

Applied

Overview

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

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

Objectives

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

Use music practices

Plan music works

Communicate ideas

Evaluate music works.

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes

Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Visual Arts in Practice

Applied senior subject

Applied

Overview

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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 an independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

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

Objectives

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

use visual arts practices
plan artworks
communicate ideas
evaluate artworks.

Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)

		OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Drama in Practice

Applied senior subject

Applied

Overview

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences. Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.
Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

Pathways

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

Objectives

By the conclusion of the course of study, students should:
use drama practices
plan drama works
communicate ideas
evaluate drama works.

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

		Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	**Performance** Performance (live or recorded): up to 4 minutes

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Sport & Recreation

Applied senior subject

Applied

Overview

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 Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or 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.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun 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 should:

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Structure

Sport & Recreation is a four-unit course of study.

Unit option	Unit title
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation

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** Performance: up to 4 minutes • **Investigation, plan and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent

		• 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: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words • **Performance** Performance: up to 4 minutes • **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

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

Cost
The costs associated with this course are included in the Student Resource Scheme.

Social & Community Studies

Applied senior subject

Applied

Overview

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. 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.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills

Pathways

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

Objectives

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

- 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. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit 1	Unit 2	Unit 3	Unit 4
▪ Healthy choices for mind and body	▪ Legal and digital citizenship	▪ Lifestyle and financial choices	▪ Relationships and work environments

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

- project
- investigation
- extended response

Summative assessments

Project	Investigation	Extended response
Students develop recommendations or provide advice to address a selected issue related to the unit context.	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	Students respond to stimulus related to issue that is relevant to the unit context
Item of communication One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Cost

The costs associated with this course are included in the Student Resource Scheme.

Information & Communication Technology

Applied senior subject

Applied

Overview

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.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in industry career for robotics, app development, audio and video production, layout and publishing, digital imaging and modelling, and web development.

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 process and products.
- Adapt processes and products.

Structure

Information and Communication Technology is a four-unit course of study. Four out of the six options outlined below will be selected to develop the course of study.

Unit option A: Robotics
Unit option B: App development
Unit option C: Audio and video production
Unit option D: Layout and publishing
Unit Option E: Digital Imaging and modelling
Unit option F: Web development

Assessment

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

Assessment	Response requirements
Product proposal	Multimodal up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Multimodal up to 5 minutes, 8 A4 pages or equivalent digital media that includes a demonstration of the functionality of the high-fidelity robot or drone product prototype.

Cost

The costs associated with this course are included in the Student Resource Scheme. Participating in the BYOD program is essential. A Windows or Mac laptop is recommended.

VET Offerings

Certificate II in Engineering Pathways

VET

MEM20422 Vocational Education & Training (VET) Qualification

REGISTERED TRAINING ORGANISATION: Blue Dog Training (RTO Code: 31193)

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

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

Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop. Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Pathways from the qualification

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other metal and engineering qualifications.

Packaging Rules

The minimum requirements for achievement of the Certificate II in Engineering Pathways are completion of a minimum of twelve (12) units of competency as described below 4 Core, 8 Elective.

Unit Code	Unit Title	Core / Elective
MEM13015	Work safely and effectively in manufacturing and engineering	MEM13015
MEMPE005	Develop a career plan for the engineering and manufacturing industries	MEMPE005
MEMPE006	Undertake a basic engineering project	MEMPE006
MSAENV272	Participate in environmentally sustainable work practices	MSAENV272
MEM11011*	Undertake manual handling	MEM11011*
MEM16006*	Organise and communicate information	MEM16006*
MEM16008*	Interact with computing technology	MEM16008*
MEM18001*	Use hand tools	MEM18001*
MEM18002*	Use power tools/hand held operations	MEM18002*
MEMPE001	Use engineering workshop machines	MEMPE001
MEMPE002	Use electric welding machines	MEMPE002
MEMPE007	Pull apart and re-assemble engineering mechanisms	MEMPE007

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

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

Employability Skills Summary

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• Read and interpret routine information on written job instructions and standard operating procedures including simple drawings • Follow verbal instructions • Orally report routine information • Use basic numeracy skills for undertaking measurements
Teamwork	• Work alone or as part of a team • Identify work roles, communicate and cooperate with others
Problem-solving	• Check material/product for conformance to specification • Identify waste and correct procedures for disposal • Identify routine problems/faults in machine/process/equipment operations and act/report as required
Initiative and enterprise	• Be capable of applying skills and knowledge to specified situations and contexts • Identify actual and foreseeable workplace hazards/problems during course of work • Minimise wasteful use of resources including materials and services in own work
Planning and organising	• Select, prepare and lay out or assemble materials and equipment correctly • Conduct pre-start checks on machinery/equipment • Plan steps required to complete routine task • Identify sequence of activities/operations
Self-management	• Adhere to all safety requirements • Perform work in accordance with job instructions and work procedures
Learning	• Clarify tasks and required outcomes with appropriate personnel
Technology	• Use dedicated tools, equipment and machines

IMPORTANT	***This qualification is run in partnership with Blue Dog Training. Students are enrolled as a student with Blue Dog Training and this RTO issues their qualification or Statement of Attainment. A school student who completes this training may qualify for VETIS funding under the Department of Education and Training VET in School (VETiS) program.***

Funding and Eligibility

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

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

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Certificate I and II in Construction (Pilot Program)

CPC10120 and CPC20220 Vocational Education & Training (VET)

VET

REGISTERED TRAINING ORGANISATION: Blue Dog Training (RTO Code: 31193)

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history. Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training. Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop. Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Pathways from the qualification

This qualification delivers broad-based underpinning skills and knowledge in a range of the construction industry.

There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

Packaging Rules

The minimum requirements for achievement of the Certificate I in Construction are completion of a minimum of eleven (11) units of competency as described below 8 Core, 3 Elective:

Unit Code	Unit Title	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

Notes:

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

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

- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

Employability Skills Summary

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	• Communicates with clients, colleagues and others using effective and appropriate communication techniques, including: • Clear and direct communication • Active listening • Verbal and non-verbal language • Questioning to identify and confirm requirements • Language and concepts appropriate to cultural differences • Follows instructions from supervisor and other relevant others • Understands, interprets and applies information as required from: • Environmental and OHS requirements • Codes and standards • Plans and drawings • Specifications • Safety signs and symbols • Organisational policies and procedures • Designs • Understands relevant definitions, terminology, symbols, abbreviations and language • Records relevant information using standard workplace documentation • Applies measurements and calculations using appropriate equipment, formulas and records as required • Reports and records hazards and risks
Teamwork	• Works as part of a team to prioritise and action tasks • Provides assistance and encouragement to other team members • Initiates and encourages improvements in team performance • Identifies and utilises the strengths of other team members • Relates to people from diverse social, cultural and ethnic backgrounds and with varying physical and mental abilities • Participates in on-site meetings
Problem-solving	• Examines tools and equipment prior to use for damage, missing components or other defects • Identifies typical faults and problems and takes necessary remedial action • Rectifies simple faults with tools and equipment
Initiative and enterprise	• Identifies opportunities to improve resource efficiency and makes suggestions as appropriate • Responds to change and workplace challenges • Puts ideas into action • Maximises use of resources by recycling, re-using or using appropriate disposal methods
Planning and organising	• Identifies hazards and implements appropriate hazard control measures • Selects and uses appropriate materials, tools and equipment • Identifies requirements, applies relevant resources and sequences tasks using time management techniques
Self-management	• Completes daily work activities • Identifies own roles and responsibilities • Contributes to workplace responsibilities, such as current work site environmental/sustainability frameworks or management systems • Manages own performance to meet workplace standards • Seeks support to improve work performance • Cleans up work area
Learning	• Identifies own learning needs and seeks skill development as required • Is open to learning new ideas and techniques

Technology	• Uses calculators • Uses computers and relevant software • Uses and operates a range of tools and equipment correctly and safely

IMPORTANT	***This qualification is run in partnership with Blue Dog Training. Students are enrolled as a student with Blue Dog Training and this RTO issues their qualification or Statement of Attainment. A school student who completes this training may qualify for VETIS funding under the Department of Education and Training VET in School (VETiS) program.***

Funding and Eligibility

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

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

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

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

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost.**

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Certificate II in Hospitality

SIT20322 Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: Training Direct Australia (RTO Code: 32355)

Description

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include:

- bar attendant
- café attendant
- catering assistant
- food and beverage attendant

Packaging Rules

The minimum requirements for achievement of the Certificate II in Hospitality are completion of a minimum of twelve (12) units of competency as described below ***6 Core***, 6 Elective:

Unit Code	Unit Title	Core / Elective
BSBTWK201	Work effectively with others	CORE
SITHIND006	Source and use information on the hospitality industry	CORE
SITHIND007	Use hospitality skills effectively	CORE
SITXCCS011	Interact with customers	CORE
SITXCOM007	Show social and cultural sensitivity	CORE
SITXWHS005	Participate in safe work practices	CORE
SITXFSA005	Use hygienic practices for food safety	ELECTIVE
SITHCCC024	Prepare and present simple dishes	ELECTIVE
SITHCCC025	Prepare and present sandwiches	ELECTIVE
SITHFAB021	Provide responsible service of alcohol	ELECTIVE
SITHFAB021	Prepare and serve non-alcoholic beverages	ELECTIVE
SITHFAB025	Prepare and serve espresso coffee	ELECTIVE

Pathways from the qualification

Individuals can exit these qualifications with skills for fundamental job roles in the tourism, travel and hospitality industries. They can also progress to Certificate III and higher qualifications and gain credit for common units of competency in those qualifications.

Employability Skills Summary

The five core foundation skills of listed have been embedded into the units of competency in this Training Package.

- reading,
- writing,
- oral communication,
- numeracy,
- and learning

Additionally, employment skills (the non-technical skills and knowledge necessary for effective participation in the workforce) have also been embedded. These employment skills are:

- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- use technology

Foundation skills have been included in the unit of competency in two ways.

- Relevant skills essential to performance are explicit in the performance criteria, written in a way that reflects both the context and the skill level.
- Those skills essential to performance of a unit of competency that are NOT explicit in the performance criteria are summarised in the foundation skills field within the unit of competency, together with a description reflecting the workplace skill.

Each unit of competency will also have specific technical skill and/or knowledge specific to the competency that will be access via informed performance, such as demonstrate.

Please note that the following unit of competency ***Use hospitality skills effectively (SITHIND003)*** has a mandatory requirement for students to undertake twelve (12) industry shifts (service periods) to be deemed competent. These shifts must expose students to the full range of experiences that are prescribed in the unit of competency. A part-time job in the hospitality industry that exposes students to a wide range of skills and processes may be beneficial in achieving competence in this unit.

IMPORTANT	***This qualification is run in partnership with Training Direct. Students are enrolled as a student with Training Direct Australia and this RTO issues their qualification or Statement of Attainment. A school student who completes this training may qualify for VETIS funding under the Department of Education and Training VET in School (VETiS) program.***

Cost

There are costs invoiced by the college associated with this course, additional to those which are included in the Student Resource Scheme.

Certificate III in Hospitality (with Certificate II embedded)

SIT30322 Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: Training Direct Australia (RTO Code: 32355)

Description

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include:

- café attendant
- catering assistant
- food and beverage attendant

Packaging Rules

The minimum requirements for achievement of the Certificate III in Hospitality are completion of a minimum of fifteen (15) units of competency as described below ***7 Core***, 8 Electives. It also contains the Certificate II in Hospitality embedded as seen below.

Unit Code	Unit Title	Core / Elective
BSBTWK201	Work effectively with others	CORE
SITHIND006	Source and use information on the hospitality industry	CORE
SITHIND004	Work Effectively in hospitality service	CORE
SITXCCS006	Provide service to customers	CORE
SITXCOM007	Show social and cultural sensitivity	CORE
SITXHRM007	Coach others in job skills	CORE
SITXWHS005	Participate in safe work practices	CORE
SITXFSA005	Use hygienic practices for food safety	ELECTIVE
SITXFSA006	Participate in safe food handling practices	ELECTIVE
SITHCCC024	Prepare and present simple dishes	ELECTIVE
SITHCCC025	Prepare and present sandwiches	ELECTIVE
SITHFAB021	Provide responsible service of alcohol	ELECTIVE
SITHFAB021	Prepare and serve non-alcoholic beverages	ELECTIVE
SITHFAB021	Prepare and serve espresso coffee	ELECTIVE
SITHKOP009	Clean kitchen premises and equipment	ELECTIVE
Unit Code	**Unit Title**	**Core / Elective**
SITXCCS011	Interact with customers	CORE
SITHIND007	Use hospitality skills effectively	CORE

Pathways from the qualification

Individuals can exit these qualifications with skills for fundamental job roles in the tourism, travel and hospitality industries. They can also progress to Certificate III and higher qualifications and gain credit for common units of competency in those qualifications.

Employability Skills Summary

The five core foundation skills of listed have been embedded into the units of competency in this Training Package.

- reading,
- writing,
- oral communication,
- numeracy,
- and learning

Additionally, employment skills (the non-technical skills and knowledge necessary for effective participation in the workforce) have also been embedded. These employment skills are:

- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- use technology

Foundation skills have been included in the unit of competency in two ways.

- Relevant skills essential to performance are explicit in the performance criteria, written in a way that reflects both the context and the skill level.
- Those skills essential to performance of a unit of competency that are NOT explicit in the performance criteria are summarised in the foundation skills field within the unit of competency, together with a description reflecting the workplace skill.

Each unit of competency will also have specific technical skill and/or knowledge specific to the competency that will be access via informed performance, such as demonstrate.

Please note that the following unit of competency *Work effectively in hospitality service (SITHIND004)* has a mandatory requirement for students to undertake twelve (36) industry shifts (service periods) to be deemed competent. These shifts must expose students to the full range of experiences that are prescribed in the unit of competency. A part-time job in the hospitality industry that exposes students to a wide range of skills and processes may be beneficial in achieving competence in this unit.

IMPORTANT	***This qualification is run in partnership with Training Direct. Students are enrolled as a student with Training Direct Australia and this RTO issues their qualification or Statement of Attainment.*** *For all RTO details https://trainingdirect.net.au/*

Cost

There are costs invoiced by the college associated with this course, additional to those which are included in the Student Resource Scheme.

Certification III in Fitness

SIS 30321 Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: Binnacle Training (RTO Code: 31319)

Description

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

QCE Credits: Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.
This program also includes the following:

- First Aid qualification and CPR certificate; plus, coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.
NOTE: This program involves a mandatory 'outside subject' weekly component as follows:

- 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
- A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.

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

Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.

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

Pathways from the qualification

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University in areas such as Exercise Physiologist, Teacher – Physical Education or Sport Scientist.

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

For further information please visit www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance Students may also choose to continue their study by completing the Certificate IV in Fitness.

Topics of Study

TERM 1	TERM 2	TERM 3	TERM 4
Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs	Introduction to Community Programs › Introduction to Conditioning Programs	› Working in the SFR Industry › Providing Quality Service in the SFR Industry	› Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
TERM 5	**TERM 6**	**TERM 7**	
› Anatomy and Physiology › Health and Nutrition Consultations	Screening and Health Assessments › Specific Population Clients › Older Clients	Older Clients › Specific Populations	

Units of Competency

Unit Code	Unit Title
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISCCS004	Provide quality service
SISXIND011	Maintain sport, fitness and recreation industry knowledge
HLTAID011	Provide first aid
BSBSUS211	Participate in sustainable work practices
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

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

IMPORTANT **Program Disclosure Statement (PDS)**	***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 provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.***

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Certification IV in Fitness

SIS 40221 Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: Fit Education (RTO Code: 32155)

Description

On completion of Certificate III in Fitness, Certificate IV in Fitness may be offered as a senior subject and is a mid-level qualification where students gain specialised skills and knowledge to undertake a career in personal training, exercise instruction or their own personal training business. In addition to learning specialised skills and knowledge to instruct personal training programs, group personal training, and exercise for older clients, students may also learn the fundamentals of operating their own small personal training business.

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

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

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

NOTE: This program involves a mandatory 'outside subject' weekly component as follows:

- 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
- A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.

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

Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. **Students must have successfully completed the Certificate III in Fitness to be eligible for this course.**

Pathways from the qualification

The Certificate IV in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University in areas such as Exercise Physiologist, Teacher – Physical Education or Sport Scientist.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate IV to contribute towards their ATAR.

For further information please visit www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance Students may also choose to continue their study by completing the Certificate IV in Fitness.

Units of Competency

Unit Code	Unit Title	Core / Elective
HLTAID011	Provide First Aid	Core
HLTWHS001	Participate in workplace health and safety	Core
SISFFIT032	Complete pre-exercise screening and service orientation	Core
SISFFIT033	Complete client fitness assessments.	Core
SISFFIT035	Plan group exercise sessions.	Core
SISFFIT036	Instruct group exercise sessions	Core
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	Core
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise.	Core
SISFFIT052	Provide healthy eating information.	Elective

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

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme. At this stage, fees for this course are still being determined.

Certificate IV in Crime and Justice

10283NAT Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: Unity College (RTO Code: 32123)

Description

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. It can contribute up to 8 QCE credits towards the Queensland Certificate of Education.

Aims: The Certificate IV in Crime and Justice course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

Assessment

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

Delivery

Content is delivered in a classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via an online option (based on numbers). Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals

Technology required: access to the internet

Pathways from the qualification

The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

Learning and Assessment

Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude – students need to demonstrate independent learning skills

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

Units of Competencies

To achieve this qualification, students must achieve competency in 10 units (6 core and 4 elective).

CODE	TITLE
NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
BSBXCM401	Analyse communication strategies in the workplace
PSPREG033	Apply Regulatory Powers
BSBLEG421	Apply understanding of the Australian Legal System
BSBPEF402	Develop personal work priorities
BSBLEG523	Apply legal principles in tort law matters
PSPREG010	Prepare a brief of evidence
BSBLDR414	Lead team effectiveness

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme. The cost of the course in an upfront fee of $750 for the two-year course, payable directly to Unity College (current at 17 April 2024).

Certificate III in Business

BSB 30120 Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: Binnacle Training (RTO Code: 31319)

Description

Binnacle's Certificate III in Business (BSB30120) provides students with the knowledge and skills to explore business careers in a variety of fields such as a marketing, customer services, accounting and financial advising. You will be trained in developing teams and individuals, establishing networks, customer services strategies and innovation in the business world. You will walk away from this course with the know-how to really make your mark in a business setting. This is a course aimed to be completed in a two-year time period (Year 11 & 12). The course consists of 6 core units and 7 elective units. Students will gain 8 QCE credits on completion of a full certificate.

Assessment

All assessment tasks are completed online and allow for commencement at any time. Each term, a specific number of assessment tasks are due for completion. The teacher will regularly review completion of assessments. If gaps are identified, students will be required to finalise their assessment in your own time or during exam block, before the next school term commences.

Delivery

The teachers/trainers at SSC will deliver the content and must be experienced with the knowledge and skills to successfully facilitate and motivate skill development in the learners. Trainers and assessors must meet the NVR/AQTF trainer and assessor requirements for training and assessment, vocational competency and professional development.

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

Pathways from the qualification

This course provides students with intermediate level skills and competencies for work in a range of business-related roles where students are capable of working unsupervised in routine processes. Occupations may include an Entrepreneur, Administrator, Team Leader and Project Manager. The Certificate III in Business qualification can contribute toward an ATAR (Australian Tertiary Admissions Rank) and progress into a tertiary qualification. **For further information please visit www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance**

Topics of Study / Learning Experiences

TERM 1	TERM 2	TERM 3	TERM 4
• Introduction to the Business Services Industry • Introduction to Entrepreneurship and Business • Introduction to Personal Finances • Introduction to Tourism Projects: Research Business Topics	• Research Topics and Create a Group Presentation Projects: Group Presentation	• Workplace Health and Safety • Sustainable Work Practices Projects: WHS Processes at the 'Go! Regional' Travel Expo	• Develop and Apply Knowledge of Personal Finances Projects: Personal Budget for the Future
TERM 5	**TERM 6**	**TERM 7**	**TERM 8**
• Inclusive Work Practices • Engage in Workplace Communication Projects: Inclusivity and Communication in the Workplace	• Work in a Team • Critical Thinking Skills Projects: Critical Thinking at Go! Travel	• Designing and Producing Business Documents • Producing Simple Documents Projects: Binnacle Boss – Business Proposal.	

Learning and Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – undertake and deliver services within their school community. This includes participation in Major Project: Design, Plan and Deliver a Product/Service (Binnacle Boss) where students design and plan for a new product or service.

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

- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

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

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

Units of Competencies

To achieve this qualification, students must achieve competency in the 6 core unit and 7 elective units of competency.

CODE	TITLE
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	Engages in workplace communication
BSBTWK301	Use inclusive work practices
BSBXTW301	Work in a team
BSBCRT301	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet
BSBCMM411	Make presentations (optional)
BSBPEF402	Develop personal work priorities (optional)

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

IMPORTANT **Program Disclosure Statement (PDS)**	***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 provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.***

Cost

Full Tuition fee: $265.00 per person (Correct as of April 2024)

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Diploma of Business

BSB50120 Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: Get Set Education (RTO Code: 45252)

Description

The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

Cost

Full Tuition fee: $899.00 (Correct as of April 2024)

The full fee includes a non-refundable $49.00 enrolment fee which is collected upon submitting the online enrolment form. Parent/guardians can then select to pay the remaining $850.00 upfront or via a monthly payment plan.

Payment Plan: If the monthly payment plan option is selected, parent/guardians will be emailed a link to Debit Success to set-up a fixed 12-monthly direct debit. Please note, that the payment plan incurs a one-off administration fee of $12.00 and a transaction fee of 4.4% (including GST), or $74.10 per month for 12 months + $12.00 administration fee = $901.20.

Assessment

Students will have both theoretical and practical assessments throughout the course. Students are assessed through: Practical tasks/observations, written reports, group projects, eLearning projects, learner portfolio

Delivery

This qualification is offered through a partnership with an external provider and the School. Training is delivered in a blended model of face-to-face training and online modules and assessment.

Technology required: access to the internet

Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of the School's Bring Your Own Device (BYOD) policy.

Pathways from the qualification

Upon successful completing of the BSB50120 Diploma of Business, student career options could be: Business Manager, Business Development Manager, Administrator, Executive Officer, Program Consultant, Program Coordinator, Business Owner

Learning and Assessment

- Academic – It is recommended that students have achieved a sound level (C) of achievement in Year 10 English and an average effort grade of a B across all of their subjects.
- Students will be required to undertake an LLN test to determine suitability and any support needs.
- Attitude – students need to demonstrate independent learning skills.

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

Units of Competencies

To achieve this qualification, students must achieve competency in 12 units.

CODE	TITLE
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS601	Develop and implement business plans
SIRXMGT005	Lead the development of business opportunities
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBOPS504	Manage business risk
BSBFIN501	Manage budgets and financial plans.
BSBOPS505	Manage organisational customer service
BSBOPS501	Manage business resources
BSBCRT511	Develop critical thinking in others
BSBXCM501	Lead communication in the workplace
BSBMKG546	Develop social media engagement plans
SIRXMKT006	Develop a social media strategy

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Certificate II in Applied Digital Technologies

ICT20120 Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: IVET (RTO Code: 40548)

Description

The ICT training package supports learners who are looking forward to a bright future in the IT industry. The Certificate II in Applied Digital Technologies provides the foundation skills and knowledge to use basic applied digital technologies in a variety of industries. This qualification is designed for those developing the necessary digital and technology skills in preparation for work. Students will be required to carry out a range of basic procedural and operational tasks that required digital and technology skills. They will perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. This qualification is suitable for someone generally performing work under direct supervision.

Successful completion of all the units of competency will lead to the awarding of Certificate II in Applied Digital Technologies. This certificate is recognised by TAFE and other private training colleges and can be used to gain recognition towards further training courses.

Delivery

Program delivery will be class-based tasks which include both theory and practical activities. Online learning will be incorporated and students will receive a workbook for the units of competency listed below. Students may work at differing paces

Packaging Rules

The minimum requirements for achievement of the Certificate II in Applied Digital Technologies are the completion of a **minimum of twelve (12) units of competency** as suggested below including ***6 Core units and* 6 Elective units**:

Unit Code	Unit Title	Core / Elective
BSBTEC101	Operate digital devices	Elective A
BSBWHS211	Contribute to the health and safety of self and others	Core
ICTICT213	Use computer operating systems and hardware	Core
ICTSAS214	Protect devices from spam and destructive software	Elective A
ICTSAS203	Connect hardware peripherals	Elective A
BSBTEC201	Use business software applications	Elective A
ICTICT214	Operate application software packages	Core
BSBTEC202	Use digital technologies to communicate in a work environment	Core
ICTICT215	Operate digital media technology packages	Core
ICTWEB306	Develop web presence using social media	Elective A
BSBXCS301	Protect own personal online profile from cyber security threats	Elective A
BSBSUS211	Participate in sustainable work practices	Core

Pathways from the qualification

This qualification provides a pathway for students seeking to enter the IT industry and to work in a variety of industries setting. Students can also progress to Certificate III and higher qualifications in areas such as Information Technology, web-based technologies, networking, coding, digital and interactive games, database design and development, and cyber security.

Required Course Materials

BYO device is essential. Students will need to access the IVET online portal.

All course information provided in this document is current at the time of print, however, is subject to change based on Training Package updates and alignment of elective units to school based on school needs.

IMPORTANT	***This qualification is run in partnership with IVET Institute Pty Ltd. Students are enrolled as a student with IVET and this RTO issues their qualification or Statement of Attainment.***

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.

Certificate III in Information Technology

ICT30120 Vocational Education & Training (VET) Qualification

VET

REGISTERED TRAINING ORGANISATION: IVET (RTO Code: 40548)

Description

The ICT training package supports learners who are looking forward to a bright future in the IT industry. The Certificate III in Information Technology is suitable for serious IT enthusiasts. It provides a broad set of foundation skills as described under the Certificate II but offers further breadth through units such as introductory-level programming, IP ethics and privacy of information, diagnostic testing and client service.

Successful completion of all 12 units of competency (including 6 core and 6 elective units) will lead to the awarding of Certificate III in Information Technology. This certificate is recognised by TAFE and other private training colleges and can be used to gain recognition towards further training courses.

Delivery

Program delivery will be class-based tasks which include both theory and practical activities. Online learning will be incorporated and students will receive a workbook for the units of competency listed below. Students may work at differing paces

Packaging Rules

The minimum requirements for achievement of the Certificate II in Applied Digital Technologies are the completion of a **minimum of twelve (12) units of competency** as suggested below including ***6 Core units and* 6 Elective units**:

PLEASE NOTE: There is some flexibility in the elective units studied.

Unit Code	Unit Title	Core / Elective
BSBXTW301	Work in a team	Core
ICTICT213	Use computer operating systems and hardware	Elective
ICTICT214	Operate application software packages	Elective
ICTWEB304	Build simple web pages	Elective
ICTICT215	Operate digital media technology packages	Elective
BSBCRT301	Develop and extend critical and creative thinking skills	Core
ICTWEB306	Develop web presence using social media	Elective
BSBXCS301	Protect own personal online profile from cyber security threats	Elective
ICTSAS305	Provide ICT advice to clients	Core
BSBXCS303	Securely manage personally identifiable information and workplace information	Core
ICTPRG302	Apply introductory programming techniques	Core
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Core

Pathways from the qualification

This qualification provides a pathway for students seeking to enter the IT industry and to work in a variety of industries setting. Students can also progress to Certificate IV and higher qualifications in areas such as Information Technology, web-based technologies, networking, coding, digital and interactive games, database design and development, and cyber security.

Required Course Materials

BYO device is essential. Students will need to access the IVET online portal.

All course information provided in this document is current at the time of print, however, is subject to change based on Training Package updates and alignment of elective units to school based on school needs.

IMPORTANT	***This qualification is run in partnership with IVET Institute Pty Ltd. Students are enrolled as a student with IVET and this RTO issues their qualification or Statement of Attainment.***

Cost

There are costs associated with this course, additional to those which are included in the Student Resource Scheme.