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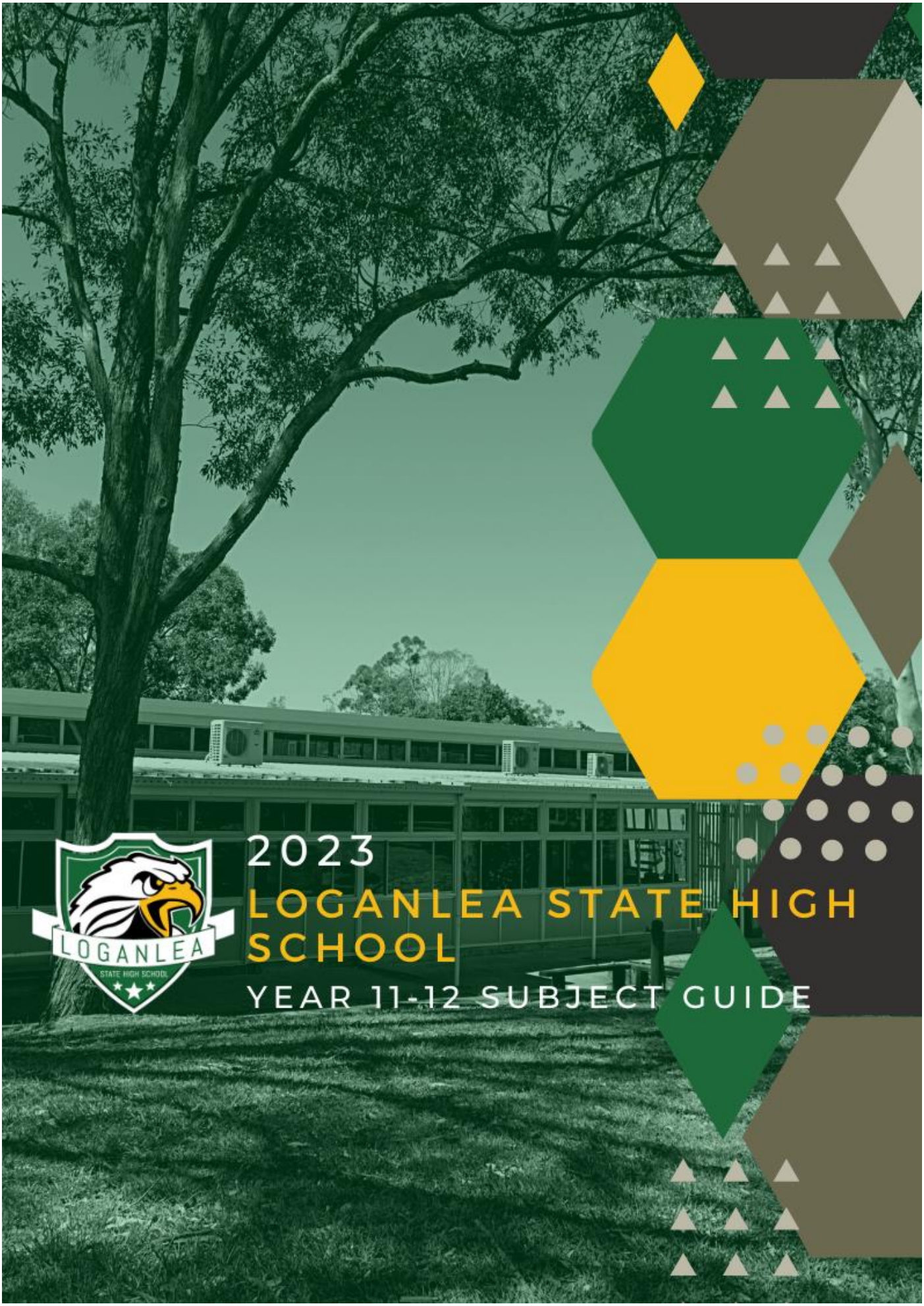


# 2023
# LOGANLEA STATE HIGH SCHOOL
## YEAR 11-12 SUBJECT GUIDE

The information contained in this booklet complies with information held by the school at time of printing.

On receipt of updated information from Authority bodies, the school reserves the right to alter courses to comply with changed requirements.

Subjects that deliver vocational education competencies comply with QCAA guidelines.

Subjects offered will only be timetabled if there are sufficient student numbers for the class to go ahead.

Loganlea State High School is a Registered Training Organization (RTO), national provider number 30072
In the event a training package expires, students will transition to the new package at the earliest possible juncture.

# Contents

# Senior Education Profile

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

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

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

## Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.
If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

# Applied and Applied (Essential) syllabuses

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

## General syllabuses

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

## General (Extension) syllabuses

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

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

## Senior External Examination

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement

adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

## Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see www.education.gov.au/australian-core-skills-framework.

# 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 Course syllabuses are underpinned by:

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

# Applied and Applied (Essential) syllabuses

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

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

# Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

# Australian Tertiary Admission Rank (ATAR) eligibility

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

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

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

## English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

# Applied and Applied (Essential) syllabuses

## Course overview

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

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

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

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

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

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

### Summative internal assessment — instrument-specific standards

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

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

# General syllabuses

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

### Units 3 and 4 assessments

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

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

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

#### Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

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

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

### External assessment

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

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

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

# Short Course syllabuses

## Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy.

## Assessment

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

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

# Vocational Education Programs

## Course overview

**Vocational Subjects** are nationally recognised vocational qualifications at Certificate Level I, II or III. These qualifications allow the student to fast-track into many TAFE courses, apprenticeships and traineeships.

## Assessment

Assessment of Voational training is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools may include demonstration, theory studies, case studies, observation and student selected projects.

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# *To the student…..*

## ATTENDANCE AND ASSESSMENT:

1. Every day counts - attend school every school day unless grounds exist where it is unreasonable to do so
   - Arrive at school and class on time and provide reasons for lateness as appropriate
   - Bring a note advising of reasons for absence within two school days before or after the absence (medical certificate preferred for illness related absences greater than 3 days)
   - Remain in the school grounds unless given permission to leave

2. All tasks must be the student's own work.

3. All required tasks in any subject are to be submitted before credit will be given for completion of the semester unit.

4. When tasks are given to students, clear and specific information will be given on:
   - Length of task;
   - Method of presentation
   - Use of computers;
   - Marking criteria;
   - Due date for submission.

5. Monitoring dates for the task may be specified within the subject. This permits the teacher to check the unfinished work to ensure that the student is on the right track.

6. Tasks must be completed and submitted by the due date, except in the following circumstances:
   - A student has been granted an extension of time.
   - A student has been absent up to the due date because of illness. A medical certificate must be produced.
   - A student is absent due to special family circumstances (e.g. bereavement). Parents must contact the school to advise of the circumstances.
   - If a student cannot attend school on the due date, he/she must arrange delivery of the task to school, or submit the task prior to the due date. Illness on the due date will require a medical certificate. For students who will be absent from school on the due date because of work placement, traineeship or apprenticeship (etc.) obligations, the task must be submitted prior to the due date.
   - Students over the age of 16 years who persistently fail to complete assessment tasks will be required to show cause as to why their enrolment should not be cancelled. Any student who has not completed assessment will be withdrawn from the regular school program by the Head of Department, until assessment is complete.

# OPTIONS AFTER YEAR 10

**Government legislation introduced in 2006 requires students to be 'earning or learning**'.

- ☞ It is compulsory for young people to stay at school until they finish Year 10 or have turned 16. They are then required to participate in education, training, or full-time work for a further 2 years until they achieve their QCE or a Cert III or turn 17.
- ☞ The government is encouraging schools to provide "exciting" and flexible pathways from school to work, training or further education.
- ☞ Young people need to acquire the skills and qualifications needed to compete for and create jobs in emerging fields and revitalise traditional industries.
- ☞ The QCE is not based solely on subjects studied at school. TAFE certificates, apprenticeships and traineeships etc also accrue credit points.

**YOUR CHOICE** - Following the completion of Year 10 studies, you can:

1. **Continue secondary schooling into Year 11/12**
   - to complete a two or three year course of study to support your pathway entry requirements;
   - to improve your employment prospects;
   - to gain entry to University or TAFE studies;
   - to include apprenticeship, traineeship, work placement and/or external vocational courses in your senior program.
2. **Leave secondary schooling after Year 10**
   - to begin employment (minimum 25 hours per week);
   - to study vocationally-oriented courses at TAFE or other Registered Training Organisations;

**RETURNING TO SCHOOL:**

When planning for Year 11 course selection, work through the following program:

1. **Self assess** your interests and capabilities.
2. **Research** career pathways carefully eg www.myfuture.edu.au.
3. **Listen** carefully to talks given by teachers about specific subjects.
3. **Seek advice** from parents, teachers, Heads of Department,.
4. **Make** an appointment to speak with the Guidance Officer to find out about career options and the effects of subject choices.
5. **Read** this booklet very carefully.
6. **Complete** Senior Education and Training Plan (SETP), identifying career goals, skills, abilities, interests.
8. **Attend** the SETp meeting with a parent or caregiver and complete **Subject Selection** process.

**CONSIDERATIONS:**

- Your best subjects in Year 10;
- The subjects which you enjoy in Year 10;
- Subjects which meet the pre-requisites set by tertiary institutions or employers;
- Subjects which will help you reach your work and career goals;
- Check that your past performance supports your choice.

**PATHWAY DAY**

To facilitate further education and career preparation programs, in 2023, Wednesdays are designed as a **Pathway Day**. On this day, students will access a variety of programs that personalise learning programs, both at school and offsite at university, vocational training and work venues. These programs are designed to enhance tertiary access and/or improve employment outcomes after Year 12.

University short courses eg Griffith Universities GUEST programs, vocational training and school-based apprenticeships and traineeships are available on this day. Students can enhance their tertiary eligibility and/or choose to start a school-based part-time (paid) apprenticeship or traineeship whilst studying for their senior certificate.

Traineeships can usually be completed by the end of Year 12, while apprenticeships are only partially completed and will need to continue after Year 12

# QCAA and Vocational Education & Training subjects at Loganlea SHS

## English

### General
- English

### Applied
- Essential English

### Short Course
- Literacy

## Mathematics

### General
- General Mathematics
- Mathematical Methods

### Applied
- Essential Mathematics

### Short Course
- Numeracy

## Humanities

### General
- Business
- Geography
- Modern History

### Applied
- Social & Community Studies

### VET
- Certificate III in Business
- Certificate II in Retail Services
- Certificate I in Active Volunteering

## Foundational Skills

### VET
- Certificate II in Skills for Work & Vocational Pathways

## Technologies

### Applied
- Furnishing Skills
- Industrial Technology Skills

### VET
- Certificate II in Agriculture
- Certificate II in Automotive Vocational Preparation
- Certificate II in Conservation & Ecosystem Management
- Certificate II in Hospitality
- Certificate II in Applied Digital Technology
- Certificate III in Information Technology
- Certificate II in Kitchen Operations

## Health and Physical Education

### General
- Physical Education

### Applied
- Early Childhood Studies
- Sport & Recreation

### VET
- Certificate II in Outdoor Recreation
- Certificate III In Fitness

## Science

### General
- Biology
- Chemistry
- Physics

### Applied
- Aquatic Practices
- Science in Practice

## The Arts

### General
- Dance
- Film, Television & New Media
- Music
- Visual Art

### Applied
- Drama in Practice
- Media Arts in Practice
- Music in Practice

### VET
- Certificate III in Dance
- Certificate III in Visual Arts

# English

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Essential English

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

In Units 3 and 4 students complete four summative assessments. The school will 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):<br>• Extended response — spoken/signed response | Summative internal assessment 3 (IA3):<br>• Extended response — Multimodal response |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) | Summative internal assessment (IA4):<br>• Extended response — Written response |

# Literacy
## Short Course

General

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. Therefore, students will learn strategies to develop and monitor their own learning and identify and communicate subject matter in a range of texts and real-life frameworks.

Students will develop and integrate their knowledge of speaking, listening, and critical thinking with reading and writing. They will interpret, construct and make judgements about meanings of texts in a range of contexts for different audiences and purposes.

## Pathways

A study of Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn the practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

## Objectives

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

- learn a variety of strategies to develop and monitor their own learning
- select and apply reading and oral strategies to comprehend and make meaning in texts
- demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts
- evaluate and communicate ideas and information in written, oral, visual or digital modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

## Structure and Assessment

| Topic 1: Personal identity and education | Topic 2: The work environmnet |
|---|---|
| One assessment consisting of two parts:<br>• An extended written response (Internal assessment 1A)<br>• A student learning journal (Internal assessment 1B) | One assessment consisting of two parts:<br>• An extended response – spoken/signed (Internal assessment 2A)<br>• Reading comprehension – short answer response (Internal assessment 2B) |

# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination</td></tr>
</table>

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Algebra, statistics and functions**<br>• Arithmetic and geometric sequences and series 1<br>• Functions and graphs<br>• Counting and probability<br>• Exponential functions 1<br>• Arithmetic and geometric sequences | **Calculus and further functions**<br>• Exponential functions 2<br>• The logarithmic function 1<br>• Trigonometric functions 1<br>• Introduction to differential calculus<br>• Further differentiation and applications 1<br>• Discrete random variables 1 | **Further calculus**<br>• The logarithmic function 2<br>• Further differentiation and applications 2<br>• Integrals | **Further functions and statistics**<br>• Further differentiation and applications 3<br>• Trigonometric functions 2<br>• Discrete random variables 2<br>• Continuous random variables and the normal distribution<br>• Interval estimates for proportions |

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination</td></tr>
</table>

# Essential Mathematics

## Applied senior subject

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

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

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

## Pathways

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

## 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**<br>• Fundamental topic: Calculations<br>• Number<br>• Representing data<br>• Graphs | **Money, travel and data**<br>• Fundamental topic: Calculations<br>• Managing money<br>• Time and motion<br>• Data collection | **Measurement, scales and data**<br>• Fundamental topic: Calculations<br>• Measurement<br>• Scales, plans and models<br>• Summarising and comparing data | **Graphs, chance and loans**<br>• Fundamental topic: Calculations<br>• Bivariate graphs<br>• Probability and relative frequencies<br>• Loans and compound interest |

## Assessment

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

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

### Summative assessments

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

# Numeracy
## Short Course

Short Course

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving actvities.

## Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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 and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

## Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

| Topic 1: Personal identity and education | Topic 2: The work environment |
|---|---|
| One assessment consisting of two parts:<br>• an extended response — oral mathematical presentation (Internal assessment 1A)<br>• a student learning journal (Internal assessment 1B). | One assessment consisting of two parts:<br>• an examination — short response (Internal assessment 2A)<br>• a student learning journal (Internal assessment 2B). |

# Business

## General senior subject

General

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

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

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

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

## Assessment

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

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

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Extended response — feasibility report | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — business report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Geography

## General senior subject

General

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

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

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

## 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**<br>• Natural hazard zones<br>• Ecological hazard zones | **Planning sustainable places**<br>• Responding to challenges facing a place in Australia<br>• Managing the challenges facing a megacity | **Responding to land cover transformations**<br>• Land cover transformations and climate change<br>• Responding to local land cover transformations | **Managing population change**<br>• Population challenges in Australia<br>• Global population change |

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

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

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — data report | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — field report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Modern History

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Ideas in the modern world**<br>*Students will study two of the following:*<br>• Australian Frontier Wars, 1788–1930s<br>• Age of Enlightenment, 1750s–1789<br>• Industrial Revolution, 1760s–1890s<br>• French Revolution, 1789–1799<br>• Age of Imperialism, 1848–1914<br>• Alternative topic for Unit 1 | **Movements in the modern world**<br>*Students will study two of the following:*<br>• Australian Indigenous rights movement since 1967<br>• Women's movement since 1893<br>• Independence movement in Vietnam, 1945–1975<br>• Anti-apartheid movement in South Africa, 1948–1991<br>• African-American civil rights movement, 1954–1968<br>• Alternative topic for Unit 2 | **National experiences in the modern world**<br>*Students will study two of the following:*<br>• Australia, 1914–1949<br>• England, 1707–1837<br>• Germany,1914–1945<br>• United States of America, 1917–1945<br>• Soviet Union, 1920s–1945 | **International experiences in the modern world**<br>*Students will study two of the following:*<br>• Australian engagement with Asia since 1945<br>• Genocides and ethnic cleansings since 1941<br>• Cold War, 1945–1991<br>• Rights and recognition of First Peoples since 1982<br>• Terrorism, anti-terrorism and counter-terrorism since 1984 |

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

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

### Summative assessments

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

# Social and Community Studies

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

| Core life skills | Elective topics | |
|---|---|---|
| • Personal skills — Growing and developing as an individual<br>• Interpersonal skills — Living with and relating to other people<br>• Citizenship skills — Receiving from and contributing to community | • The Arts and the community<br>• Australia's place in the world<br>• Gender and identity<br>• Health: Food and nutrition<br>• Health: Recreation and leisure | • Into relationships<br>• Legally, it could be you<br>• Money management<br>• Science and technology<br>• Today's society<br>• The world of work |

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

| Project | Investigation | Extended response | Examination |
|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: continuous class time<br>• product: continuous class time. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item on the test |

# Furnishing Skills

## Applied senior subject

Applied

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

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

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

## Pathways

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

## Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

## Structure

The Furnishing Skills course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| • Industry practices<br>• Production processes | • Cabinet-making<br>• Furniture finishing<br>• Furniture-making. |

## Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

| Project | Practical demonstration |
|---|---|
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. |
| A project consists of a product component the following components:<br>• multimodal<br>– non-presentation: 8 A4 pages max (or equivalent)<br>• product: continous class time. | Students demonstrate production skills and procedures in class under teacher supervision. |

# Industrial Technology Skills

## Applied senior subject

Applied

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 aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

## Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

| Core topics | Industry area | Elective topics |
|---|---|---|
| • Industry practices<br>• Production processes | Building and construction | • Plastering and painting<br>• Concreting<br>• Carpentry<br>• Tiling<br>• Landscaping |
| | Engineering | • Sheet metal working<br>• Welding and fabrication<br>• Fitting and machining |

## Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

| Project | Practical demonstration |
|---|---|
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. |
| A project consists of a product component and the following components:<br>• multimodal<br>– non-presentation: 8 A4 pages max (or equivalent)<br>• product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. |

# Physical Education

## General senior subject

General

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

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Project — folio | 25% | Summative internal assessment 3 (IA3):<br>• Project — folio | 30% |
| Summative internal assessment 2 (IA2):<br>• Investigation — report | 20% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Early Childhood Studies

## Applied senior subject

Applied

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

## Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

## Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

## Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

| Core topics | Elective topics |
|---|---|
| • Fundamentals of early childhood<br>• Practices in early childhood | • Play and creativity<br>• Literacy and numeracy skills<br>• Being in a safe place<br>• Health and physical wellbeing<br>• Indoor and outdoor learning environments |

## Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments,- two projects and two other assessments.

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

# Sport & Recreation

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

## Structure

The Sport & Recreation course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| • Sport and recreation in the community<br>• Sport, recreation and healthy living<br>• Health and safety in sport and recreation activities<br>• Personal and interpersonal skills in sport and recreation activities | • Active play and minor games<br>• Challenge and adventure activities<br>• Games and sports<br>• Lifelong physical activities<br>• Rhythmic and expressive movement activities<br>• Sport and recreation physical activities |

## Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

| Project | Investigation | Extended response | Performance | Examination |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: 2–4 minutes.* | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 2–4 minutes* | • 60–90 minutes<br>• 50–250 words per item |

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

# Biology
## General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination</td></tr>
</table>

# Chemistry

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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<tr><td>Summative internal assessment 2 (IA2):<br>• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination</td></tr>
</table>

# Physics

## General senior subject

General

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

In Unit 1, students learn about the concepts and theories that predict and describe the motion of objects. In Unit 2, students study physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. In Unit 3, students explore how scientists explain some phenomena using an understanding of energy transfer. In Unit 4, students study electromagnetism and the theories describing the quantum nature of electromagnetism.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

## Pathways

The Physics Alternative Sequence (AS) is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

## Objectives

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Structure and Assessment

Alternate Sequence (AS)

The Physics Alternative Sequence is a course of study consisting of four units. Each pair of units is written as summative learning. The subject matter and assessment described in the units is undertaken by students either as formative or summative studies. In the final two units they study, students will undertake summative assessment.

The Physics Alternative Sequence has the same syllabus objectives, underpinning factors, and pedagogical and conceptual frameworks as the Physics General Senior Syllabus. The Physics Alternative Sequence has the same subject matter as the Physics General Senior Syllabus to ensure comparable complexity and challenge in learning and assessment, but the subject matter is organised differently.

The summative assessment techniques and conditions of Units 1 and 2 are the same for Units 3 and 4, with three summative internal assessments and one summative external assessment. All summative internal assessments will require endorsement.

The figure below outlines the structure of this course of study. AS Physics students will complete units 1 and 2 in odd numbered years (2023, 2025, …) then AS units 3 and 4 in even numbered years (2024, 2026, …)

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

| AS Unit 1 | AS Unit 2 | AS Unit 3 | Unit 4 |
|---|---|---|---|
| **Thermal, nuclear and electrical physics**<br>• Linear motion and force<br>• Gravity and motion | **Linear motion and waves**<br>• Special relativity<br>• Ionising radiation and nuclear reactions<br>• The Standard Model | **Gravity and electromagnetism**<br>• Heating processes<br>• Waves<br>• Electrical circuits | **Revolutions in modern physics**<br>• Electromagnetism<br>• Quantum theory |
| **AS Unit 1 Assessment** | **AS Unit 2 Assessment** | **AS Unit 3 Assessment** | **AS Unit 4 Assessment** |
| Summative internal assessment 1: Data Test (10%)<br><br>Summative internal assessment 2: Student experiment (20%) | Summative internal assessment 3: Research investigation (20%) | Summative internal assessment 1: Data Test (10%)<br><br>Summative internalassessment 2: Student experiment (20%) | Summative internal assessment 3: Research investigation (20%) |
| AS Units1 & 2 Summative external assessment: Examination (50%) | | AS Units 3 & 4 Summative external assessment: Examination (50%) | |

# Aquatic Practices

## Applied senior subject

Applied

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

## Pathways

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

## Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

## Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for ‘Safety and management practices’ embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

| Areas of study | Core topics | Elective topics |
|---|---|---|
| Environmental | • Environmental conditions<br>• Ecosystems<br>• Conservation and sustainability | • Citizen science |
| Recreational | • Entering the aquatic environment | • Aquatic activities |
| Commercial | • Employment | • Aquaculture, aquaponics and aquariums<br>• Boat building and marine engineering |
| Cultural | • Cultural understandings | • Historical understandings |

| Areas of study | Core topics | Elective topics |
|---|---|---|
| Safety and management practices | • Legislation, rules and regulations for aquatic environments<br>• Equipment maintenance and operations<br>• First aid and safety<br>• Management practices | — |

## Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

| Project | Investigation | Extended response | Examination | Performance |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. | A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: continuous class time<br>• product: continuous class time. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item | • performance: continuous class time to develop and practice the performance. |

## Additional

Certificate II in Outdoor Recreation with a Scuba course SIS20419.

This program is packed full of adventure, self-development and a fun time with friends. It's designed to provide you with exciting skills and interesting knowledge so you can be competent, happy and safe while performing essential skills in outdoor recreation activities. With the snorkel and scuba unit you will learn about the recreation industry, the skills to SCUBA dive safely with fish life, all part of the classroom and adventure. This program is Vetis funded, run by RTO – Australian Global Institute. Apply for this program through the Wednesday flexible PATHWAYS DAY process.

# Science in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

By the conclusion of the course of study students should:

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

## Structure

The Science in Practice course is designed around core topics and at least three electives.

| Core topics | Electives |
|---|---|
| • Scientific literacy and working scientifically<br>• Workplace health and safety<br>• Communication and self-management | • Science for the workplace<br>• Resources, energy and sustainability<br>• Health and lifestyles<br>• Environments<br>• Discovery and change |

## 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 investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

| Project | Investigation | Collection of work | Extended response | Examination |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A response to a series of tasks relating to a single topic in a module of work. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>– non-presentation: 8 A4 pages max (or equivalent)<br>– presentation: 3–6 minutes<br>• performance: continuous class time<br>• product: continuous class time. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. | At least three different components from the following:<br>• written: 200–300 words<br>• spoken: 1½ –2½ minutes<br>• multimodal<br>– non-presentation: 6 A4 pages max (or equivalent)<br>– presentation: 2–3 minutes<br>• performance: continuous class time<br>• test:<br>– 20–30 minutes<br>– 50–250 words per item. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item |

# Dance

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Moving bodies**<br>How does dance communicate meaning for different purposes and in different contexts?<br>• Genres:<br>– Contemporary<br>– at least one other genre<br>• Subject matter:<br>– meaning, purpose and context<br>– historical and cultural origins of focus genres | **Moving through environments**<br>How does the integration of the environment shape dance to communicate meaning?<br>• Genres:<br>– Contemporary<br>– at least one other genre<br>• Subject matter:<br>– physical dance environments including site-specific dance<br>– virtual dance environments | **Moving statements**<br>How is dance used to communicate viewpoints?<br>• Genres:<br>– Contemporary<br>– at least one other genre<br>• Subject matter:<br>– social, political and cultural influences on dance | **Moving my way**<br>How does dance communicate meaning for me?<br>• Genres:<br>– fusion of movement styles<br>• Subject matter:<br>– developing a personal movement style<br>– personal viewpoints and influences on genre |

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

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 (IA3): Dance work | 35% |
| Summative internal assessment 2 (IA2): Choreography | 20% | Summative external assessment (EA): Examination — combination response | 25% |

# Film, Television & New Media

## General senior subject

General

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

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Stylistic project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Multi-platform project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination — extended response</td></tr>
</table>

# Music
## General senior subject



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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Designs**<br>Through inquiry learning, the following is explored:<br><br>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | **Identities**<br>Through inquiry learning, the following is explored:<br><br>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**<br>Through inquiry learning, the following is explored:<br><br>How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | **Narratives**<br>Through inquiry learning, the following is explored:<br><br>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? |

## Assessment

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

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination</td></tr>
</table>

# Visual Art

## General senior subject

General

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

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

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

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

## Pathways

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

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

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination</td></tr>
</table>

# Drama in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

| Core | Electives | |
|---|---|---|
| • Dramatic principles<br>• Dramatic practices | • Acting (stage and screen)<br>• Career pathways (including arts entrepreneurship)<br>• Community theatre<br>• Contemporary theatre<br>• Directing<br>• Playbuilding | • Scriptwriting<br>• Technical design and production<br>• The theatre industry<br>• Theatre through the ages<br>• World theatre |

## Assessment

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

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

| Project | Performance | Product | Extended response | Investigation |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the production of a design solution. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>– non-presentation: 8 A4 pages max (or equivalent)<br>– presentation: 3–6 minutes<br>• performance onstage (stage acting)<br>– 2–4 minutes: individual<br>– 1½–3 minutes: group<br>• performance onstage (screen acting)<br>– 2–3 minutes: individual<br>– 1½–2 ½ minutes: group<br>• performance offstage (directing, designing)<br>– 4–6 minutes: individual (excluding actors delivering text)<br>• workshop performance (other): variable conditions<br>• product: variable conditions. | • acting performance (stage)<br>– 3–5 minutes: individual<br>– 2–4 minutes: group<br>• acting performance (screen)<br>– 2½–3½ minutes: individual<br>– 2–3 minutes: group<br>• directing performance<br>– 5–7 minutes: individual (excluding actors delivering text) | • variable conditions | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. |

# Media Arts in Practice

## Applied senior subject

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

## Pathways

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

## Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

## Structure

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

| Core | Electives |
|---|---|
| • Media technologies<br>• Media communications<br>• Media in society | • Audio<br>• Curating<br>• Graphic design<br>• Interactive media<br>• Moving images<br>• Still image |

## Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

| Project | Product | Extended response | Investigation |
|---|---|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses the application of skills in the production of media artwork/s. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>– non-presentation: 8 A4 pages max (or equivalent)<br>– presentation: 3–6 minutes<br>• product: variable conditions. | • variable conditions | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. |

# Music in Practice

## Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

## Pathways

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

## Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

## Structure

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

| Core | Electives | |
|---|---|---|
| • Music principles<br>• Music practices | • Community music<br>• Contemporary music<br>• Live production and performance<br>• Music for film, TV and video games<br>• Music in advertising | • The music industry<br>• Music technology and production<br>• Performance craft<br>• Practical music skills<br>• Songwriting<br>• World music |

## Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

| Project | Performance | Product (Composition) | Extended response | Investigation |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the application of skills to create music. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>– non-presentation: 8 A4 pages max (or equivalent)<br>– presentation: 3–6 minutes<br>• performance: variable conditions<br>• product: variable conditions. | • music performance: minimum of two minutes total performance time<br>• production performance: variable conditions | • manipulating existing sounds: minimum of two minutes<br>• arranging and creating: minimum of 32 bars or 60 seconds | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. |

# VET Courses

## Humanities

- CHC14015 Certificate I in Active Volunteering
- BSB30120 Certificate III in Business
- SIR20216 Certificate II in Retail

## Foundation Studies

- FSK20119 Certificate II in Skills for Work & Vocational Pathways

## Technologies

- AHC20116 Certificate II in Agriculture
- AUR20720 Certificate II in Automotive Vocational Preparation
- ICT20120 Certificate II in Applied Digital Technologies
- AHC21020 Certifcate II in Conservation and Ecosystem Management
- MEM20413 Certificate II in Engineering Pathways (External RTO)
- ICT30120 Certificate III in Information Technology
- SIT20316 Certificate II in Hospitality
- SIT20416 Certificate II in Kitchen Operations

## Health and Physical Education

- SIS30315 Certificate III in Fitness (External RTO)
- SIS20419 Certificate II in Outdoor Recreation

## The Arts

- CUA30120 in Certificate III in Dance
- CUA31120 Certificate III Visual Arts

# VOCATIONAL EDUCATION AND TRAINING (VET)

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072.
In the event a training package expires, students will transition to the new package at the earliest possible juncture.

# RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all units of competency in the qualification they are enrolled in will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

# VET PRIVACY NOTICE

Under the *Data Provision Requirements 2012*, **Loganlea State High School** is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER - National Centre for Vocational Education Research) and the Queensland Curriculum and Assessment Authority (QCAA).

Your personal information may be used or disclosed by Loganlea State High School for statistical, administrative, regulatory and research purposes. Loganlea State High School may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and
- NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET (Vocational Education and Training) transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;
- understanding how the VET market operates, for policy, workforce planning and consumer
- information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au (http://www.ncver.edu.au/)).

# CHC14015 Certificate I in Active Volunteering

## Vocational Education Subject

VET

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

This qualification reflects the role of volunteer workers and includes foundation skills required to enable them to effectively undertake volunteer work. It may be used as a pathway for workforce entry. To achieve this qualification, the candidate must have successfully obtained a Blue Card (eligibility to work with children and young people where they may be engaging with children under 18years of age). In addition, completion of at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency is required.

## Pathways

Students can commence this qualification with limited or no vocational experience and without a relevant lower qualification. Further studies at Certifiate II level are available through a range of volunteer and registered training organizations.

## Objectives

By the conclusion of the course of study, students will have acquired basic ICT and office management knowledge and skills to follow occupational health safety and sustainability

## Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 12-24 months to complete.

This Certificate I will be studied through the following units of competency.

| Competencies | |
|---|---|
| **Core units:**<br>CHCDIV001 – Work with diverse people<br>CHCVOL001 – Be an effective volunteer<br>HLTWHS001 – Participate in workplace health and safety. | **Listed elective:**<br>HLTFSE001 – Follow basic food safety practices<br>CHCCOM005 – Communicate and work in health or community services. |

## Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome, the student is eligible for recognition of prior learning. Students will be provided multiple opportunities to demonstrate competency through a range of practical and theoretical tasks. The assessment tools may include demonstration, observation, oral questioning, third party reports, role play or simulated volunteer work environment to gain experience in this field.

# BSB30120 Certificate III in Business

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

VET

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

## Pathways

A certificate course of study in Business can lead to traineeship and employment opportunities in a wide range of areas including administration assistant, clerical worker, data entry operator, information desk clerk, office junior, receptionists, office managers, secretaries and personal assistants in a range of work environments such as: Administration, Communication, Finance, Information and Communications Technology, Management and leadership, Stakeholder relations, Business development, Knowledge management, Industry capability and workforce development, Regulation, licensing and risk and Workforce development.

Pathways include: TAFE and other training organizations, various Certificates and Diplomas in business, finance & admin. Universities - various degrees in business, management, marketing, law, finance, education.

## Objectives

This business course will equip you for several different roles in a wide range of workplace environments. You will have the skills to work productively in a team, support and work inclusively with colleagues, communicate with others in the workplace, write documents, create presentations, complete projects, organise schedules, manage resources and customers, and more.

## Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 24 months to complete. This Certificate III will be studied through the following units of competency.

| Competencies | |
|---|---|
| **Core units:**<br>BSBCRT311 - Apply critical thinking skills in a team environment<br>BSBPEF201 - Support personal wellbeing in the workplace<br>BSBSUS211 - Participate in sustainable work practices<br>BSBTWK301 - Use inclusive work practices<br>BSBWHS311 - Assist with maintaining workplace safety<br>BSBXCM301 - Engage in workplace communication | **Elective Group A:**<br>BSBTEC201 – Use business software applications<br>BSBTEC302 - Design and produce spreadsheets<br>BSBTEC301 - Design and produce business documents<br>BSBTEC303 - Create electronic presentations<br>BSBWRT311 - Write simple documents<br>**Elective Group B:**<br>BSBPEF301 - Organise personal work priorities<br>**Elective Group C:**<br>BSBXTW301 - Work in a team |

## Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome, the student is eligible for recognition of prior learning. The assessment tools include student workbooks, observations and practical activities within a simulated work environment where students will gain experience in the Business  field.

# SIR20216 Certificate II in Retail

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

VET

The Certificate II in Retail Services prepares students for entry-level positions in the retail industry. By studying the Certificate II in Retail Services, you will gain real world (vocational) experience, which can lead to employment within a retail environment in the local area. Retail is one of the largest employer industries in the Logan region. Students will

## Pathways

A certificate course of study in Retail Services can establish a basis for further education and employment in a range of fields such as, frontline team member, customer service assistant, point-of-sale operator and further qualifications in Retail SIR30216.

## Objectives

By the conclusion of the course of study, students will develop the skills and knowledge required by frontline retail team members who use a defined range of operational skills to undertake workplace activities.

## Structure

This is one year course (2 Semesters). The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

| Competencies | |
|---|---|
| **Core units:**<br>SIRXCEG001 - Engage the customer<br>SIRXCOM001 - Communicate in the workplace to support team and customer outcomes<br>SIRXIND001 - Work effectively in a service environment<br>SIRXIND003 - Organise personal work requirements<br>SIRXPDK001 - Advise on products and services<br>SIRXRSK001 - Identify and respond to security risks<br>SIRXWHS002 - Contribute to workplace health and safety | **Listed Elective:**<br>SIRRINV001 - Receive and handle retail stock<br>SIRRMER001 - Produce visual merchandise displays<br>SIRXSLS002 - Follow point-of-sale procedures<br>BSBWOR204 - Use business technology<br>SIRXIND002 - Organise & maintain the store environment |

## Assessment

The course is comprised of five projects, each with a practical component involved. Four of the projects are school based, while the fifth is to be completed as a work experience component.
Assessment techniques used in this course include,

- Role Play Observations with checklists,
- Practical Observations with Checklists
- Portfolio of Evidence
- Written Assessments
- Knowledge Exams
- Work Placement in Industry

*Students currently employed in a retail workplace for a period of greater than three months may use their employement in lieu of Industry Work Placement.

# FSK20119 Certificate II in Skills for Work & Vocational Pathways

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require a pathway to employment or vocational training, skill development in reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3. Opportunities are provided to develop entry level digital literacy and employability skills and a vocational training and employment plan.

## Pathways

This provides a foundation for a broad range of entry level positions. Particular areas of employment will have been experienced during this training and could be followed up on successful completion.
Follow link for qualifications pathway information within the Training Package.
http://training.gov.au/Training/Details/FSK20119

## Objectives

By the conclusion of the course of study, students should have developed the foundational skills required for entry level employment.

## Structure

Students will study this certificate II through the following units:

| Competencies | |
|---|---|
| **Core units:**<br>FSKLRG011 – Use routine strategies for work related learning<br>**Elective Group A:**<br>FSKNUM014 – Calculate with whole numbers and familiar fractions, decimals and percentages for work<br>FSKNUM015 – Estimate, measure and calculate with routine metric measurements for work<br>**Non-listed Elective:**<br>BSBCMM211 – Apply communication skills<br>BSBTEC201– Use business software applications<br>AUMAFA001 – Apply for jobs and undertake job interviews<br>BSBTEC203 – Research using the internet | **Elective Group B:**<br>FSKDIG003 – Use digital technology for non-routine workplace tasks<br>FSKLRG009 – Use strategies to respond to routine workplace problems<br>FSKOCM007 – Interact effectively with others at work<br>FSKRDG010 – Read and respond to routine workplace information<br>FSKWTG008 – Complete routine workplace formatted texts<br>FSKWTG009 – Write routine workplace texts<br>FSKLRG010 – Use routine strategies for career planning |

## Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment may consist of observations, case studies, assignments, team projects, short answer questions, practical activities and portfolio.

# AHC20116 Certificate II in Agriculture

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

The course enables students to participate in a vocational agricultural course with an Animal Production focus. It is an activity-based subject where students learn by doing, develop a commitment to the environment, good work ethic (both independently and in a team) and prepare for the workplace. There is a focus on planning and carrying out routine tasks with some assistance.

## Pathways

A certificate course of study in Agriculture can establish a basis for further education and employment in a range of fields such as, Animal production, rural industries, veterinary assistant, farm hand, wildlife officer and further qualifications from the Agriculture training package.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to primary and associated industries.

## Structure

This is a two year course (4 semesters) . The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all course requirements will be provided with a qualification and record of results. Students who achieve at least one competency (but not the full qualification) will receive a Statement of Attainment.

| Competencies Core (2) Elective (15) | |
|---|---|
| **Core units:**<br>AHCWHS201 - Participate in work health and safety processes<br>AHCWRK204 - Work effectively in the industry<br>AHCWRK209 - Participate in environmentally sustainable work practices<br>**Elective Group A:**<br>AHCCHM201 - Apply chemicals under supervision<br>AHCINF201 - Carry out basic electric fencing operations<br>AHCINF202 - Install, maintain and repair farm fencing<br>AHCINF203 - Maintain properties and structures<br>AHCLSK204 - Carry out regular livestock observation | **Elective Group A cont:**<br>AHCLSK205 - Handle livestock using basic techniques<br>AHCLSK206 - Identify and mark livestock<br>AHCLSK207 - Load and unload livestock<br>AHCLSK209 - Monitor water supplies<br>AHCLSK210 - Muster and move livestock<br>AHCLSK211 - Provide feed for livestock<br>AHCWRK201 - Observe and Report on weather<br>AHCWRK205 - Participate in workplace communications<br>AHCWRK207 – Collect and record production data<br>**Elective Group B:**<br>AHCLSK201 - Assist with feeding in a production system |

## Assessment

Assessment techniques used in the Certificate II in Agriculture include observation of practical performance, teacher questioning and written response. Assessment strategies vary depending on the particular unit of competency and the setting of the task. Assessment criteria and techniques are stated in each unit of competency.

# AUR20720 Certificate II in Automotive Vocational Preparation

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

The course enables students to participate in a vocational Mechanics course with a vehicle development focus. It is an activity-based subject where students learn by doing, develop a commitment to the mechanical ideologies, good work ethic (both independently and in a team) and prepare for the workplace. There is a focus on planning and carrying out routine tasks with some assistance. This qualification is an introductory qualification to the automotive service and repair industries and an entry to further training in several sectors.

## Pathways

A certificate course of study in Mechanics can establish a basis for further education and employment in a range of fields such as, light vehicle mechanic, Agricultural / Heavy vehicle mechanic, mobile plant, auto electrical, heavy commercial vehicle.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to primary and associated industries.

## Structure

This is a two year course (4 semesters). The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all course requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

| Competencies | |
|---|---|
| **Core units:**<br>AURAEA002 - Follow environmental and sustainability best practice in an automotive workplace<br>AURAFA103 - Communicate effectively in an automotive workplace<br>AURAFA104 - Resolve routine problems in an automotive workplace<br>AURASA102 - Follow safe working practices in an automotive workplace<br>AURETR103 - Identify automotive electrical systems and components<br>AURLTA101 - Identify automotive mechanical systems and components<br>AURTTK102 - Use and maintain tools and equipment in an automotive workplace | **Elective:**<br>AURETR001 – Remove and tag automotive electrical system components<br>AURTTA001 – Remove and tag steering, suspension and braking system components<br>AURTTA127 – Carry out basic vehicle servicing operations<br>AURTTE003 – Remove and tag engine systems components<br>AURTTQ002 – Remove and refit drivelling components |

## Assessment

Assessment techniques used in the Certificate II in Automotive Vocational Preparation include observation of practical performance, teacher questioning and written response. Assessment strategies vary depending on the particular unit of competency and the setting of the task. Assessment criteria and techniques are stated in each unit of competency.

# AHC21020 Certificate II in Conservation & Ecosystem Management Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

VET

The course enables students to participate in an agricultural course with an environmental focus and achieve vocational outcomes. It is an activity-based subject where students learn by doing, develop a commitment to the environment, good work ethic (both independently and in a team) and prepare for the workplace. There is a focus on planning and carrying out routine tasks with some assistance.

## Pathways

A certificate course of study in Conservation & Ecosystem Management can establish a basis for further education and employment in a range of fields such as, Nursery production, rural industries, environmental officer, wildlife officer, farm hand and further qualifications from the Agriculture training package.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to land management and associated industries.

## Structure

This course involves practical, hands-on, industry relevant experiences both on and off campus. It consists of core (i.e. compulsory) and elective units of competency. As students are involved in physical maintenance of properties and environmental work, they need to be prepared to do physically challenging tasks during the course of this subject. Students will work with plants and machinery in the natural environment.

| Competencies | Core (2) Elective (13) |
|---|---|
| **Core units:**<br>AHCWHS201 - Participate in work health and safety processes<br>AHCWRK209 - Participate in environmentally sustainable work practices<br>**Elective Group A:**<br>AHCPCM204 - Recognise plants<br>AHCPCM202 – Collect, prepare and preserve plant specimens<br>AHCPMG201 – Treat weeds<br>AHCPMG202 – Treat plant pests, diseases and disorders<br>AHCBIO203 – Inspect and clean machinery, tools and equipment to preserve biosecurity<br>AHCWRK205 - Participate in workplace communications | **Elective Group B:**<br>AHCPGD201 – Plant trees and shrubs<br>AHCCHM201 – Apply chemicals under supervision<br>AHCNSY206 – Care for nursery plants<br>AHCNSY207 – Undertake propagation activities<br>AHCWRK207 – Collect and record production data<br>AHCMOM203 - Operate basic machinery and equipment<br>AHCINF201 – Carry out basic electric fencing operations |

## Assessment

Assessment techniques used in the Certificate II in Conservation and Ecosystem Management include observation of practical performance, teacher questioning and written response. Assessment strategies vary depending on the particular unit of competency and the setting of the task. Assessment criteria and techniques are stated in each unit of competency.

# MEM20413 Certificate II in Engineering Pathways

## Vocational Education Subject (External RTO)

Formula Student Registered Training Organization (RTO), National Provider Number 41124

This subject is a user pays subject run in conjunction with **Formula Student Registered Training Organisation**. **Students must be eligible to access VETIS funding to enrol in course.** Students must supply their own Steel Capped Work Boots.
Through the Engineering program, students will gain skills and knowledge in the areas relating to identifying, inspecting, testing and repairing mechanical components and systems of light vehicles. Students will also further develop their knowledge and skills of the engineering industries, through the 'Formula High School Race Car Program' In this program, students will gain skills and knowledge in the areas relating to metal fabrication, fitting and machining and welding as they learn to fabricate a Le Mans Style formula V race car. Upon completion, the students will have the ability to compete in a 6 hour endurance race against other schools at Lake Side Raceway. Students will gain skills and knowledge in the areas of inspecting and servicing vehicle components including engines, using automotive tools and equipment, testing, servicing and charging batteries.

## Pathways

Career opportunities in the automotive industry include:

- Automotive Technician-Light or Heavy Vehicle
- Boiler maker
- CNC operator
- Diesel fitter
- Exhaust fitter and repairer
- Fitter and turner
- Sheet metal worker
- Engineering opportunities

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills relating to identifying, inspecting, testing and repairing mechanical components from an engineering standpoint.

## Structure

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by Formula Student Registered Training Organisation (RTO), National Provider Number 41124

Students who are deemed competent in all 18 units of competency will be awarded a Qualification and a Record of Results by Formula Student Registered Training Organisation Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Formula Student Registered Training Organisation

| Competencies | |
|---|---|
| **Core unit**<br>MEM13014A – Apply principles of occupational health and safety in the work environment<br>MEMPE005A – Develop a career plan for the engineering and manufacturing industry<br>MEMPE006A – Undertake a basic engineering project<br>MSAENV272B – Participate in environmentally sustainable work practices<br>MEM16006A – Organise and communicate information | MEM16008A – Interact with computing technology<br>MEM18001C – Use hand tools<br>MEM18002B – Use power tools/hand held operations<br>MEMPE001A – Use engineering workshop machines<br>MEMPE004A – Use fabrication equipment<br>MSAPMSUP106A – Work in a team<br>MSAPCI101A – Adapt to work in industry |

## Assessment

Student tasks or projects are marked on a competency basis. Theory elements will be assessed by a combination of onsite and online tests and assignments. Students must complete all theory components to the required level to achieve requirements stated in the related elements. General performance is marked on a continuous basis in reference to current industry standards. Students must be able to prove their competency to perform work to the industry standard that is based on knowledge, skill and application to work.

# ICT20120 Certificate II in Applied Digital Technology Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

VET

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. This course encourages the ability to communicate effectively and to use technology-specific language appropriately, accurately and confidently while developing the personal attributes of self-reliance, responsibility, self-management and the ability to work in a team. Students will study this program through the following units:
Occupational Health Safety and Sustainability, Communication in the work environment, Webpage design, Technical knowledge and skills, Integrated software project

## Pathways

Possible job titles relevant to this qualification include: office assistant, records assistant and junior office support. This qualification provides foundation digital literacy skills to support a wide range of varying industry occupations.
Pathways include ICT30120 Certificate III in Information Technology, or a range of other Certificate III qualifications.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills to use social media tools for collaboration and engagement, install software applications, intergrate commercial computing packages

## Structure

This course may be started at the beginning of year 10, 11 or 12 and will take 12 months to complete. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

| Competencies | |
|---|---|
| **Core units:**<br>BSBWHS211 - Contribute to health and safety of self and others<br>BSBSUS211 - Participate in environmentally sustainable work practices<br>ICTICT213 - Use computer operating systems and hardware<br>BSBTEC202 - Use digital technologies to communicate in a work environment<br>ICTICT214- Operate application software packages<br>ICTICT215 - Operate a digital media technology package | **Elective Group A:**<br>ICTWEB306 – Develop web presence using social media<br>ICTICT216 - Design and basic organisational documents<br>ICTICT223 - Install software applications<br>ICTICT224 - Integrate commercial computing packages<br>ICTSAS214 – Protect devices from spam and destructive software<br>BSBTEC303 – Create electronic presentations |

## Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include quizzes, case studies, practical activities, observation and projects.

# ICT30120 Certificate III in Information Technology

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

## Pathways

Possible job titles relevant to this qualification include: Help Desk Officer, Help Desk Assistant, ICT Operations Support, ICT user support, PC support and Technical Support.
Further study opportunities include the qualification - Information Technology Certificate IV, Dipl;oma and University studies.or a range of other Certificate IV qualifications.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills to run standard diagnostic tests, work and communicate effectively in an IT environment and build simple websites using commercial packages.

## Structure

This course has a flexible rolling start. Generally students start at the beginning of year 11 or after completion of this Certificate II in Information Technology. It usually takes 2 years to complete this course. Students enrolling in year 12 will be eligible for credit for the competencies that they complete. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

| Competencies | |
|---|---|
| **Core units:**<br>BSBCRT301 – Develop and extend critical and creative thinking skills<br>BSBXCS303 – Securely manage personally identifiable information and workplace information<br>BSBXTW301 – Work in a team<br>ICTICT313 – Identify IP, ethics and privacy policies in ICT environments<br>ICTPRG302 - Apply introductory programming techniques<br>ICTSAS305 – Provide ICT advice to clients<br>**Elective Group J:**<br>ICTWEB431 – Create and style simple markup language documents<br>ICTWEB304 – Build simple web pages<br>ICTWEB305 - Produce digital images for the web | **Elective Group D:**<br>CUADIG311 - Prepare video assets<br>CUADIG303 – Produce and prepare photo images<br>**Elective Group H:**<br>ICTPRG430 – Apply introductory object-orientated language skills |

## Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include quizzes, case studies, practical activities, observation and student selected projects.

# SIT20316 Certificate II in Hospitality

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

The Hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This certificate course provides students with a wide range of interpersonal skills with a general application in personal and working life, as well as specific knowledge and skills related to employment within the Hospitality industry.

This subject is a highly practical course. Students must be committed to participation in theoretical and practical lessons, excursions, Industry Placement, and the completion/ submission of all assessment. As part of this course students will need to attend out of school hours functions as required in order to demonstrate the appropriate competencies to complete the qualification. Students will always have advanced notice of their required attendance.

Students enrolled in Certificate II in Hospitality will have additional opportunity to participate in off-campus programs to enhance their studies. The school partners with other Registered Training Organisations to provide the competency SITHFAB002 - Provide responsible service of alcohol. This course is run online with support provided to students from the hospitality trainer. Students will be required to pay approximately $19 - $24 for this course.

## Pathways

A certificate course of study in Hospitality can establish a basis for further education and employment in a wide range of other qualifications in the Hospitality and broader service industries. This qualification may provide a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.
Possible jobs could include bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter or room attendant.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills in food and beverage production, handling and function service and working individually and as part of a team.

## Structure

- During the year course students will complete a program of study which includes 6 Core Units & 6 Elective Units. The Certificate II in Hospitality structure is based on the packaging rules described in the Tourism, Hospitality and Events training package (SIT).

| Core topics | Elective topics |
|---|---|
| • BSBWOR203 – Work effectively with others<br>• SITHIND002 – Source and use information on the hospitality industry<br>• SITXWHS001 – Participate in safe work practices<br>• SITHIND003 – Use hospitality skills effectively<br>• SITXCCS003 – Interact with customers<br>• SITXCOM002 – Show social and cultural sensitivity | • SITXFSA001 – Use hygienic practices for food safety<br>• BSBCMM201 - Communicate in the workplace<br>• BSBITU201 - Produce digital text documents<br>• SITHFAB004 - Prepare & serve non-alcoholic beverages<br>• TLIE1005 - Carry out basic workplace calculations<br>• SITXFIN001 -Process financial transactions |

## Assessment

Hospitality is competency based assessment. Students will have many opportunities to demonstrate competence through a range of practical and theoretical tasks.

These may include: folio of work, observations, performance in functions, role play, research assignments written tests, online exams, oral presentations, structured work placements.

# SIT20416 Certificate II in Kitchen Operations

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

The Hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This certificate course provides students with a wide range of interpersonal skills related to employabilibity within the industry with a specific focus on the knowledge and skills related to the food preparation.

This subject is a highly practical course which provides students the opportunity to complete a Certificate II in Kitchen Operations. This is a nationally recognised qualification which may lead to further employment and training in many areas of the Hospitality industry. Loganlea SHS has a Trade Training Centre (TTC), that provides a fully equipped commercial kitchen and attached restaurant, bar and event centre in which students undertake their training.

Students must be committed to participation in both theory and practical elements of the course, excursions, structured work placement in a commercial setting and completion and submission of all assessment.

As part of this course students will need to attend out of school hours functions as required in order to demonstrate the appropriate competencies to complete the qualification. Students will always have advanced notice of their required attendance.

## Pathways

In Kitchen Operations, individuals could progress to a wide range of other qualifications in the Hospitality and broader service industries. This qualification may provide a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.
Possible jobs could include chef, cook, catering operations, food handling and manufacturing positions.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills to use hygienic practices in food handling, preparation and storage, prepare and present food and to work effectively with others.

## Structure

During the one year course students will complete a program of study which includes 8 core units and 5 elective units. The Certificate II in Kitchen Operations structure is based on the packaging rules described in the Tourism, Hospitality and Events training package (SIT).

| Core topics | Elective topics |
|---|---|
| • BSBWOR203 - Work effectively with others<br>• SITHCCC001 - Use food preparation equipment<br>• SITHCCC005 - Prepare dishes using basic methods of cookery<br>• SITHKOP001 - Clean kitchen premises and equipment<br>• SITHCCC011 - Use cookery skills effectively<br>• SITXINV002 – Maintain the quality if perishable items<br>• SITXWHS001 – Participate in safe workpractices | • SITXINV003 – Prepare and present sandwiches<br>• TLIE1005 - Carry out basic workplace calculations<br>• SITHCCC002 - Prepare and present simple dishes<br>• BSBCMM201 - Communicate in the workplace<br>• SITHCCC006 - Prepare appetisers and salads |

## Assessment

Kitchen Operations is competency based assessment. Students will have many opportunities to demonstrate competence through a range of practical and theoretical tasks.

These may include: written tests, online exams, observations with checklists, portfolios, teacher questioning, practical functions/restaurants, practical exams and structured work placement.

# SIS30315 Certificate III in Fitness

## Vocational Education Subject (External RTO)

Binnacle Training (RTO 31319) is the Registered Training Organisation for this qualification.

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Students are expected to successfully complete all units of competency listed below during the 2-year course of study to be awarded the Certificate III in Fitness. Upon successful completion of this course, students will be competent in a range of essential skills- such as undertaking client health assessment, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

Individuals are able to specialise in Group Exercise Instruction and Gym Instruction. Group Exercise Instruction requires students to deliver exercise sessions to a group of clients. Sessions can be freestyle, pre-choregraphed or circuit style. Individuals instruct and demonstrate complete exercise sessions to improve fitness capacity of their clients. Individuals who specialise in Gym Instruction provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. They also provide supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries.

Students who successfully complete Certificate III in Fitness (SIS30315) will also receive First Aid qualification and CPR certificate.

This subject involves preparing students for employment and participation in further fitness careers, specifically Fitness Instructor (Group sessions) and Personal Training.

current costs and activity requirements before electives are selected.

## Pathways

This qualification is mainly be used to enter the fitness industry and/or as an alternative entry into University. For example: Exercise Physiologist, Teacher- Physical Education, Sport Scientist, Sport Development Officer.

## Objectives

By the conclusion of this course students should have developed industry standard knowledge and skills to demonstrate the required activity skills of a Fitness Professional.

## Structure

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by Binnacle Registered Training Organisation (RTO), National Provider Number RT31319

Students who are deemed competent in all 18 units of competency will be awarded a Qualification and a Record of Results by Binnacle Registered Training Organisation Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Binnacle Registered Training Organisation

This course is structured to be delivered over two years and accounts for up to 1200 hours of training and assessment time. During enrolment in the course students will complete nine (9) core units and seven (7) elective units of competency. The Certificate III in Fitness structure is based on the packaging rules described in the Sport, Fitness and Recreation (SIS) training package.

Cost: $182.50 per year ($365.00- 2 year) including First Aid and CPR Certificate.

| Competencies - Students MUST complete 16 Units of Competency | |
|---|---|
| **Core units:**<br>SISXCC001 - Provide quality service<br>SISXIND001 - Work effectively in sport, fitness and recreation environments<br>SISXFAC001 - Maintain equipment for activities<br>SISFFIT001 - Provide health screening and fitness orientation<br>SISFFIT003 – Instruct fitness programs<br>SISFFIT004 – Incorporate anatomy and physiology principles into fitness programming<br>SISFFIT002 – Recognise and apply exercise considerations for specific populations<br>SISFFIT005 – Provide healthy eating information<br>SISFFT014 – Instruct exercise to older clients | **Electives:**<br>HLTWHS001 – Participate in workplace healy and safety<br>SISXEMR001 – Respond to emergency situations<br>HLTAID003 – Provide First Aid<br>SISXIND002 – Maintain sport, fitness and recreation industry knowledge<br>BSBSUS201 – Participates in environmentally sustainable work practices<br>BSBRSK401 – Identify risk and apply risk management processes<br>SISFFIT006 – Conduct fitness appraisals |

## Mandatory Requirements

Positive Notice Blue Card

As part of the qualification, students enrolled are required to work with clients of various ages, including children. Due to the nature of the participants, it is a requirement that students apply for a Blue Card (Working with Children Check). This will be facilitated through the school and enrolled students will receive a volunteer Blue Card.

Students will need to provide two forms of ID and must not be considered a Disqualified Person.

For more information on Blue Card Requirements visit: https://www.bluecard.qld.gov.au

Fees are collected by Loganlea SHS and any refunds will be through the school (see the School's Refund Policy)

## Language Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

## Assessment

Students are assessed through a range of different modes in this qualification, below is a list of different assessment tools in use.

- **Observation** – direct observation of student's performance of required skills, instructing and ability in actual and simulated environments.
- **Questioning** – each project consists of a 'Knowledge Check' tasks, where students record evidence of the required knowledge pertaining to the units in the project.
- **Online Modules-** Delivered by Binnacle Training. Students will engage in online interactive activities to demonstrate competency and understanding.

## Product Discolsure Statement

*This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).*
*To access Binnacle's PDS, visit:* http://www.binnacletraining.com.au/rto *and select 'RTO Files'*

# SIS20419 Certificate II in Outdoor Recreation

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

VET

This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.

Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps.

This subject involves preparing students for employment and participation in the Outdoor Recreation sector by developing core (i.e. compulsory), activity specific and general industry competencies. Students undertake camps, school activities and day trips as a way to develop the required skills and knowledge associated with the activity skills which include canoeing, kayaking, fishing, bushwalking and navigation. Students will also develop the required skills to respond to emergency situations, including aquatic rescues and assist in leading recreation activities. This subject involves students participating in the outdoors and physical activities. Students need to be prepared to do physically challenging tasks during the course of this subject. Students need to be prepared to engage with the natural environment.

## Subject Levy

Students enrolled in this subject will have to pay a Subject Levy of $300 (Full Year). Payment plans are available by contacting the finance window.

## Pathways

This qualification is suitable for an Australian Apprenticeship pathway.

Job Roles

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

## Objectives

By the conclusion of this course students should have developed industry standard knowledge and skills to demonstrate the required activity skills and work under supervision as an Outdoor Recreation Assistant. Structure

## Structure

This course is structured to be delivered over two years and accounts for up to 1200 hours of training and assessment time. During enrolment in the course students will complete four (4) core units and seven (7) elective units of competency. This certificate is based on the packaging rules described in the Sport, Fitness and Recreation (SIS) training package.

| Competencies | |
|---|---|
| **Core units:**<br>HLTWHS001 – Participate in workplace health and safety<br>SISOFLD001 – Assist in conducting recreation sessions<br>SISOFLD002 - Minimise environmental impact<br>SISXIND002 – Maintain sport, fitness and recreation industry knowledge<br><br>**Listed Elective**<br>SISCAQU002 – Perform Basic water rescues<br>SISOBWG001 – Bushwalk in tracked environments | **Group A:**<br>SISOCNE001 – Paddle a craft using fundamental skills<br>SISOFLD006 – Navigate in tracked environments<br>SISOFSH001 – Locate, attract and catch fish<br><br>**Group B:**<br>SISXEMR001 - Respond to emergency situations<br>SISXFAC001 – Maintain equipment for activities |

## Mandatory Requirements

### Camps and Day Trips

This course requires students to be involved in excursions or camps. These activities form part of the student's assessments in the qualification. It is therefore important that students attend the camps in this program, in order to be deemed competent.

### High Risk Permission

Students will participate in a range of activities, some of which are deemed to be high risk. Before students are able to participate in high risk activities, parental permission must be received. High risk activities student participate in include:

- Canoeing/Kayaking on Flat Water and Grade 1 Water
- High risk fishing locations and equipment (e.g. fishing from boats, fishing with lures and multiple hooks)
- Cooking on a camp stove.
- Swimming in Pools and other bodies of water

There is the expectation that students who participate in this subject are physically capable of participating in activities and able to swim at least 50m with minimal assistance.

### Positive Notice Blue Card

As part of the qualification, students enrolled are required to assist in conducting Outdoor Recreation Sessions. Their clients may include peers of the same age, staff and peers who are younger (including year 6 students attending a transition to school day).

Due to the nature of the participants, it is a requirement that students apply for a Blue Card (Working with Children Check). This will be facilitated through the school and enrolled students will receive a volunteer Blue Card.

Students will need to provide two forms of ID and must not be considered a Disqualified Person.

For more information on Blue Card Requirements visit: https://www.bluecard.qld.gov.au

## Assessment

Students are assessed through a range of different modes in this qualification, below is a list of different assessment tools in use.

- **Observation** – direct observation of student's performance of required skills in actual and simulated environments.
- **Questioning** – each project consists of a 'Knowledge Check' tasks, where students record evidence of the required knowledge pertaining to the units in the project.
- **Research Folio** – students compile a research folio pertaining to six fish species in areas they undertake fishing in, as well as compiling a minimal impact folio that includes information on the environmental, cultural and heritage characteristics of an area, as well as a brief report of the potential causes and consequences of environmental damage for two activities.
- **Research Presentation** – students' research and gather information about the sports fitness and recreation industry, compile this into a presentation, which is presented (shared) with their peers.
- **Folio of Evidence** – collections of evidence showing students have participated in opportunities to update current and emerging information relevant to Outdoor Recreation (i.e. Green Circle Membership with QORF, AIS Coaching General Principles Certificate, Record of conversation with an experienced industry personnel, satisfactory progress in course); and a collection of evidence of tasks completed (i.e. maintenance and repair logs, hazard reports, incident reports)

# CUA30120 Certificate III in Dance

## Vocational Education Subject

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

VET

This qualification is a foundation qualification that allows learners to further develop their technical skills and knowledge to prepare for work in the live performance industry. This is a practical based subject which will see students perform at live events and work with industry professional to develop their skills as a dancer. Commitment to the dance team and work ethic is encouraged and preparation for the workplace is facilitated. There is a focus on individuality and on team work as students plan and carry out routine tasks with some assistance. Students will also engage with Children Theatre in while assisting dance teaching within the local community.

## Pathways

Possible job titles relevant to this qualification include: Choreographer, Dance teacher assistance & performer.

## Entry Requirements

Individuals must complete an audition or provide another form of evidence which demonstrates their competence in at least one dance style equivalent to Australian Qualifications Framework (AQF) level 2 or above.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to the creative industry sector, specifically the dance sector. They will have also established a basis for further education within the creative industry sector.

## Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 24 months to complete. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Please note there will be a $125.00 fee to cover cost of costuming, performances and dance shoes.

| Core topics | Elective Topics |
|---|---|
| CUACHR311 - Develop basic dance composition skills<br>CUADAN311 - Integrate movement into rhythm activities<br>CUAIND311 - Work effectively in the creative arts industry<br>CUAPRF317 - Develop performance techniques<br>CUAWHS311 - Condition body for dance performance | CUADAN315 - Increase depth of jazz dance techniques<br>CUADAN318 - Increase depth of contemporary dance techniques<br>CUADAN319 - Increase depth of street dance techniques<br>CUAWHS406 - Interact appropriately with children in performing arts environments<br>CUACOS304 - Develop and apply knowledge of costume<br>CUADTM311 – Assist with dance teaching<br>CUAMUP311 - Prepare personal appearance for performances<br>CUAMWB401 — Develop and implement own self-care plan in the creative industries |

## Mandatory Requirements

Positive Notice Blue Card

As part of the qualification, students enrolled are required to assist in conducting Outdoor Recreation Sessions. Their clients may include peers of the same age, staff and peers who are younger (including year 6 students attending a transition to school day).

Due to the nature of the participants, it is a requirement that students apply for a Blue Card (Working with Children Check). This will be facilitated through the school and enrolled students will receive a volunteer Blue Card.

Students will need to provide two forms of ID and must not be considered a Disqualified Person.

For more information on Blue Card Requirements visit: https://www.bluecard.qld.gov.au

## Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include theory studies, case studies, practical activities, observation and student selected projects.

# CUA30120 Certificate III in Visual Arts

## Vocational Education Subject

VET

Loganlea State High School is a Registered Training Organization (RTO), National Provider Number 30072

The Certificate III in Visual Art offers a great foundation if you're not sure which creative discipline you're interested in - or if you want to get to know about art and the world of visual communications before you go further.

## Pathways

A certificate course of study in Visual 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, production art.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills to source information to develop art practice, complete sculptures, paintings, drawing and creative works, store art works and to work safely in an art-making environment.

## Structure

This course may be started at the beginning of year 10, 11 or 12 and will take 12-24 months to complete. Students will have the opportunity to study and demonstrate a range of skills and use a variety of media.

| Core topics and Elective Topics | |
|---|---|
| BSBWHS211 -Contribute to health and safety of self and others<br>CUAACD311 -Produce drawings to communicate ideas<br>CUAPPR311 -Produce creative work<br>CUARES301 -Apply knowledge of history and theory to own arts practice | CUADRA311 -Produce drawings<br>CUAPAI311 -Produce paintings<br>CUAPPR314 -Participate in collaborative creative projects<br>CUAPRI312 -Produce prints<br>CUAPPR417 -Select and prepare creative work for exhibition<br>CUASCU311 -Produce sculpture<br>CUAPPR312 -Document the creative work progress |

## Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome, the student is eligible for recognition of prior learning. The assessment tools include student workbooks, observations and practical activities within a simulated work environment where students will gain experience in the visual arts field.