



LOGANLEA STATE HIGH SCHOOL

Senior School Subject Guide

2024

RESPECT INTEGRITY RESILIENCE

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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 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.

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.

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.

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 "C" 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 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, two part 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, two part 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 Vocational 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.

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

Senior subjects available at Loganlea SHS

English

General

- English

Applied

- Essential English

Short Course

- Literacy

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Short Course

- Numeracy

Humanities

General

- Business
- Geography
- Modern History
- The AVID Elective -Short Course

VET

- Certificate III in Business
- Certificate II in Retail Services
- SIR30216 Certificate III in Retail Services
- Certificate I in Active Volunteering
- Certificate II in Active Volunteering

Language

General

- Chinese

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 II in Creative Industries
- Certificate III in Dance
- Certificate III in Visual Arts

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Extended response — written response for a public audience 		<ul style="list-style-type: none"> Extended response — imaginative written response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Extended response — persuasive spoken response 		<ul style="list-style-type: none"> Examination — analytical written response 	

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

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

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

Pathways

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

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

Objectives

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

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

use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian identities, 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): <ul style="list-style-type: none"> Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> Extended response — Written response

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 environment
One assessment consisting of two parts: <ul style="list-style-type: none">• An extended written response (Internal assessment 1A)• A student learning journal (Internal assessment 1B)	One assessment consisting of two parts: <ul style="list-style-type: none">• An extended response – spoken/signed (Internal assessment 2A)• 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 <ul style="list-style-type: none">• Consumer arithmetic• Shape and measurement• Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none">• Applications of trigonometry• Algebra and matrices• Univariate data analysis	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none">• Bivariate data analysis• Time series analysis• Growth and decay in sequences• Earth geometry and time zones	Investing and networking <ul style="list-style-type: none">• Loans, investments and annuities• Graphs and networks• Networks and decision mathematics

Assessment

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

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

Summative assessments

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

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

Assessment

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

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

Summative assessments

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

Specialist Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Summative assessments

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

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 <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• 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): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

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 activities.

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: <ul style="list-style-type: none">• an extended response — oral mathematical presentation (Internal assessment 1A)• a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: <ul style="list-style-type: none">• an examination — short response (Internal assessment 2A)• a student learning journal (Internal assessment 2B).

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

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

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

Pathways

A course of study in Business can establish a basis

for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

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

Structure

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

Assessment

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):	25%	Summative internal assessment 3 (IA3):	25%
• Examination — combination response		• Extended response — feasibility report	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Investigation — business report		• Examination — combination response	

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 <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> • Population challenges in Australia • 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):	25%	Summative internal assessment 3 (IA3):	25%
• Examination — combination response		• Investigation — data report	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Investigation — field report		• Examination — combination response	

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	National experiences in the modern world <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1756–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

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

The AVID Elective

Short Course - Pending QCAA approval

Short
Course

The AVID Elective Short Course is a two-unit course of study, developed to address a tertiary-readiness need, as well as prepare students for subjects in the Humanities discipline. Notwithstanding, the course is designed to develop students' self-determination and agency through the student-directed assessment items. (The number of QCE points it will attract is yet to be determined).

Developing a critical view of the world and society around us and how perception and reality are intertwined is fundamental to a person's ability to function effectively in society; thus, the students in this course will explore a range of topics that centre around creativity, politics and philosophy. Critical thinking, Philosophical Chairs, Three-column Note problem-solving, Socratic Seminars, Inquiry projects, Virtual Reality, and argumentation are the vehicles that will provide a challenging and engaging learning program within a supportive environment.

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 and conduct research to communicate in an academic setting.

Pathways

The Avid Elective will provide the students with skills to prepare them for a tertiary education and academic pathway in the senior school regardless of the career path they choose; however, there is a strong sociological underpinning that prepares the learner for studies in the Humanities disciplines and in research degrees. The course is designed to

develop skills in the areas of: ICT, research, communication (critical reading, writing and speaking) and leadership.

Objectives

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

- Evaluate and integrate information and ideas to construct meaning from texts
- Select appropriate texts and apply reading strategies to assist in the synthesis of information
- Communicate to a variety of audiences using the formal register in writing and spoken texts
- Plan, implement and adjust processes to develop a thesis and achieve the required outcomes for action research
- Apply learning strategies in personal, societal and educational contexts
- Explore the research process in order to map personal identity and develop their action research project
- Explore paradigms of thinking about knowledge creation and relate this to their own research/projects
- Plan and construct a multimodal presentation of their research findings
- Collect and analyse data in order to answer research questions
- Inquire into a topic regarding the sociological aspects of the individual, education and community
- Collaborate with a range of stakeholders and audiences in the development and presentation of their research/projects.

Structure and Assessment

Topic 1: Identity construction & perception: 'I' versus 'me'	Topic 2: Our place within our community
<p>One assessment:</p> <ul style="list-style-type: none">• An extended reflective scrapbook/portfolio that includes artefacts and annotations reflecting upon how their identity and understanding of it has emerged• (Internal assessment 1A)	<p>Two assessments:</p> <ul style="list-style-type: none">• Presentation of research findings– spoken/signed (Internal assessment 2A)• Research paper – extended written response (Internal assessment 2B)

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

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

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

Pathways

A course of study in Chinese can establish a basis for further education and employment in many

professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	探索世界 Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Chinese culture to the world 	社会现象 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Individuals in society 	我的未来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — short response	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry

practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Structure

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making A line – Turned Bowl Practical demonstration / Project multi modal B Line – Mantle clock Practical demonstration / Project multi modal
Unit option B	Furniture-making A line – Lidded Box Practical demonstration B line- Timber document Box Practical démonstration
Unit option C	Interior furnishing A line –Dart Board Practical demonstration / Project multi modal B line – Timber chair Practical demonstration / Project multi modal
Unit option F	Production in the bespoke furniture industry A line – Serving Tray Practical demonstration B line - Knife Block Practical demonstration

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: <ul style="list-style-type: none"> • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.

Industrial Technology Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students

learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in 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:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt plans, skills and procedures.

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
<ul style="list-style-type: none"> • Industry practices • Production processes 	Building and construction	<ul style="list-style-type: none"> • Concreting • Carpentry • Tiling • Landscaping
	Engineering	<ul style="list-style-type: none"> • Sheet metal working • Welding and fabrication • Fitting and machining

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Technology Skills are:

Technique	Description	Response requirements
Practical demonstration	Available in the selected industrial sector syllabus.	
Project	<ul style="list-style-type: none"> • Engineering and fabrication of metal A line – Metal BBQ tray -Practical demonstration / Project multi modal B line- Patio table- Practical demonstration / Project multi modal • Framing A line – Dog House / cubby house Practical demonstration B Line – Chicken Coup Practical demonstration • Civil Construction (concrete slab) Concrete slab (smooth finish – Broom finish) Practical demonstration • Domestic construction A line – Timber fence Practical demonstration / Project multi modal B Line - Timber fence with concrete footings Practical demonstration / Project multi modal 	

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> Sport psychology integrated with a selected physical activity Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity	Energy, fitness and training and physical activity <ul style="list-style-type: none"> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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):

Technique		Description Response requirements	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> Project — folio 		<ul style="list-style-type: none"> Project — folio 	
Summative internal assessment 2 (IA2):	20%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Investigation — report 		<ul style="list-style-type: none"> Examination — combination response 	

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of

children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

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:

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Structure

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option C	<ul style="list-style-type: none"> Children's development Investigation Written report Length Year 11: 600-800 words Year 12: 800-1000 words
Unit option D	Children's wellbeing Project <ul style="list-style-type: none"> Newsletter and spoken Length Year 11: written 400-700 words and spoken 1.5-2.5 minutes Year 12: written 500-700 words and spoken 2.5-3.5 minutes
Unit option E	Indoor and outdoor environments Project <ul style="list-style-type: none"> Written and Performance Length Year 11: written 400-700 words and performance of activity Year 12: written 500-700 words and performance of activity
Unit option F	The early education and care sector <ul style="list-style-type: none"> Written Investigation Length Year 11: 600-800 words Year 12: 800-1000 words

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

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.

Senior Sport Excellence

In addition to the standard general Sport and Recreation class there will be a Sport Excellence class in senior for students who are a part of the Netball, Soccer and Rugby League Academies. Whilst this isn't compulsory to select this option, it is highly advantageous as it will provide:

- Connections to sporting industry – links to QUT, referee associations, TAFE, etc
- Provide them with qualifications including – AIS Coaching and officiating qualifications
- Experience in transitional events with primary schools and sport development pathways

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • 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: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

Biology provides opportunities for students to engage with living systems.

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

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

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

arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

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 <ul style="list-style-type: none"> Linear motion and force Gravity and motion 	Linear motion and waves <ul style="list-style-type: none"> Special relativity Ionising radiation and nuclear reactions The Standard Model 	Gravity and electromagnetism <ul style="list-style-type: none"> Heating processes Waves Electrical circuits 	Revolutions in modern physics <ul style="list-style-type: none"> Electromagnetism 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%) Summative internal assessment 2: Student experiment (20%)	Summative internal assessment 3: Research investigation (20%)	Summative internal assessment 1: Data Test (10%) Summative internal assessment 2: Student experiment (20%)	Summative internal assessment 3: Research investigation (20%)
AS Units 1 & 2 Summative external assessment: Examination (50%)		AS Units 3 & 4 Summative external assessment: Examination (50%)	

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.

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	<ul style="list-style-type: none">Environmental conditionsEcosystemsConservation and sustainability	<ul style="list-style-type: none">Citizen science
Recreational	<ul style="list-style-type: none">Entering the aquatic environment	<ul style="list-style-type: none">Aquatic activities
Commercial	<ul style="list-style-type: none">Employment	<ul style="list-style-type: none">Aquaculture, aquaponics and aquariumsBoat building and marine engineering
Cultural	<ul style="list-style-type: none">Cultural understandings	<ul style="list-style-type: none">Historical understandings

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.

Areas of study	Core topics	Elective topics
Safety and management practices	<ul style="list-style-type: none"> • Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • 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: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item 	<ul style="list-style-type: none"> • 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 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
<ul style="list-style-type: none">• Scientific literacy and working scientifically• Workplace health and safety• Communication and self-management	<ul style="list-style-type: none">• Science for the workplace• Resources, energy and sustainability• Health and lifestyles• Environments• 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.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> • written: 200–300 words • spoken: 1½–2½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 6 A4 pages max (or equivalent) – presentation: 2–3 minutes • performance: continuous class time • test: <ul style="list-style-type: none"> – 20–30 minutes – 50–250 words per item. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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 How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – meaning, purpose and context – historical and cultural origins of focus genres 	Moving through environments How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – physical dance environments including site-specific dance – virtual dance environments 	Moving statements How is dance used to communicate viewpoints? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – social, political and cultural influences on dance 	Moving my way How does dance communicate meaning for me? <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – fusion of movement styles • Subject matter: <ul style="list-style-type: none"> – developing a personal movement style – 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 <ul style="list-style-type: none">• Concept: technologies How are tools and associated processes used to create meaning?• Concept: institutions How are institutional practices influenced by social, political and economic factors?• Concept: languages How do signs and symbols, codes and conventions create meaning?	Story forms <ul style="list-style-type: none">• Concept: representations How do representations function in story forms?• Concept: audiences How does the relationship between story forms and meaning change in different contexts?• Concept: languages How are media languages used to construct stories?	Participation <ul style="list-style-type: none">• Concept: technologies How do technologies enable or constrain participation?• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	Identity <ul style="list-style-type: none">• Concept: technologies How do media artists experiment with technological practices?• Concept: representations How do media artists portray people, places, events, ideas and emotions?• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative assessments

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

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Integrated project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination			

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 Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: lenses to explore the material world• Contexts: personal and contemporary• Focus: People, place, objects• Media: 2D, 3D, and time-based	Art as code Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: art as a coded visual language• Contexts: formal and cultural• Focus: Codes, symbols, signs and art conventions• Media: 2D, 3D, and time-based	Art as knowledge Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: constructing knowledge as artist and audience• Contexts: contemporary, personal, cultural and/or formal• Focus: student-directed• Media: student-directed	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: evolving alternate representations and meaning• Contexts: contemporary and personal, cultural and/or formal• Focus: continued exploration of Unit 3 student-directed focus• Media: student-directed

Assessment

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

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

Summative assessments

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

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

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

Unit option	Unit title
Unit option A	Theatre for the community
Unit option B	Historic and World Theatre
Unit option C	Art Showcase
Unit option D	The Theatre Industry

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	<p>Devised scene Up to 4 minutes (rehearsed)</p> <p>Planning and evaluation of devised scene One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	<p>Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p>Planning and evaluation of the director's brief One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	<p>Performance Performance (live or recorded): up to 4 minutes</p>

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
<ul style="list-style-type: none">• Media technologies• Media communications• Media in society	<ul style="list-style-type: none">• Audio• Curating• Graphic design• Interactive media• Moving images• Still image

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

Unit Option	Unit Title
Unit option A Unit option B Unit option C Unit option D	Dystopian Film Brand Power Rebranding the Band Genre Studies: At the Movies

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.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions. 	<ul style="list-style-type: none"> • variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

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
<ul style="list-style-type: none"> • Music principles • Music practices 	<ul style="list-style-type: none"> • Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising • The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

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

Unit Option	Unit Title
Unit option A	Have a go!
Unit option B	Single/EP release
Unit option C	Music for Film / TV / Games
Unit option D	It's a show

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.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions. 	<ul style="list-style-type: none"> • music performance: minimum of two minutes total performance time • production performance: variable conditions 	<ul style="list-style-type: none"> • manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Humanities

- CHC14015 Certificate I in Active Volunteering
- CHC24015 Certificate II in Active Volunteering
- BSB30120 Certificate III in Business
- SIR20216 Certificate II in Retail Services
- SIR30216 Certificate III in Retail Services

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 Certificate II in Conservation and Ecosystem Management
- MEM20413 Certificate II in Engineering Pathways (External RTO)
- ICT30120 Certificate III in Information Technology
- SIT20322 Certificate II in Hospitality
- SIT20421 Certificate II in Cookery

Health and Physical Education

- SIS20419 Certificate II in Outdoor Recreation
- SIS30321 Certificate III in Fitness (External RTO)
- SIS20321 Certificate II in Sport Coaching (External RTO)
- SIS305219 Certificate III in Sport Coaching (External RTO)

The Arts

- CUA20220 in Creative Industries
- 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

The Certificate I in Active Volunteering provides opportunities for students to explore the varied dimensions of volunteering, communication and organisational skills to effectively equip themselves for moving into the workforce. Further studies at a Certificate II level are optional

Pathways

The Certificate I in Active Volunteering may be used as a pathway for workforce entry. This qualification provides opportunities for students to develop an understanding of the concepts of service, volunteering and community work through active participation in a range of activities both within and external to the school. It allows students to develop work and real-world skills, experience and confidence that is required in today's workplaces.

Objectives

Through participation in this course of study, students will develop industry standard knowledge and skills to:

- Undertake administrative tasks
- Communicate effectively within the workplace environment
- Apply problem-solving skills in familiar contexts
- Engage in safe work practices and apply basic operational knowledge
- Contribute to the community and connect with others
- Understand the important role a volunteer plays within the community

Develop workplace networks.

Structure

The Certificate I in Active Volunteering may be started at the beginning of Year 10, 11 or 12 and will take 12-24 months to complete. This course will be studied through the following units of competency. To achieve this qualification, the candidate must have completed **at least 20 hours** of volunteer work as detailed in the Assessment Requirements of units of competency. Participation in volunteer work placements/activities within the school and the wider community is mandatory.

Competencies

Core units:

CHCDIV001 – Work with diverse people
CHCVOL001 – Be an effective volunteer
HLTWHS001 – Participate in workplace health and safety.

Listed elective:

HLTFSE001 – Follow basic food safety practices
CHCCOM005 – Communicate and work in health or community services.

Assessment

This qualification is competency based assessment and students will be provided multiple opportunities to demonstrate competency through a range of practical and theoretical tasks:

- Assessment tasks require student to demonstrate both their knowledge and skills – in the workplace or in other relevant contexts.
- Students will collate a portfolio of evidence through a combination of assessment methods including:
- **Written assessment:** Written responses to questions or scenarios – which may include short answer, paragraph responses or multiple choice.
- **Case studies:** Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks.
- **Practical activity:** Tasks which require demonstration of skills. This may occur in the workplace or classroom, either real-life or simulated scenarios.

Observation: Involves witnessing the demonstration of a student's performance.

Active Volunteering - Certificate II (CHC24015)

Vocational Education Subject

VET

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

The Certificate II in Active Volunteering provides opportunities for students to explore the varied dimensions of volunteering, communication and organisational skills to effectively equip themselves for moving into the workforce.

Pathways

The Certificate II in Active Volunteering may be used as a pathway for workforce entry. This qualification provides opportunities for students to develop an understanding of the concepts of service, volunteering and community work through active participation in a range of activities both within and external to the school. It allows students to develop work and real-world skills, experience and confidence that is required in today's workplaces.

Structure

The Certificate II in Active Volunteering may be started at the beginning of Year 10, 11 or 12 and will take 12-24 months to complete. This course will be studied through the following units of competency. To achieve this qualification, the candidate must have completed **at least 20 hours** of volunteer work as detailed in the Assessment Requirements of units of competency. Participation in volunteer work placements/activities within the school and the wider community is mandatory.

Core (4)	Electives (4)
Core units: CHCDIV001 - Work with diverse people CHCVOL001 - Be an effective volunteer HLTWHS001 - Participate in Workplace Health & Safety	Listed elective: FSKLRG009 Use strategies to respond to routine workplace problems. CHCCOM005 Communicate and work in health or community services HLTFSE001 Follow basic food safety practices BSBCMM201 - Communicate in the workplace

Assessment

This qualification is competency based assessment and students will be provided multiple opportunities to demonstrate competency through a range of practical and theoretical tasks:

- Assessment tasks require student to demonstrate both their knowledge and skills – in the workplace or in other relevant contexts.
- Students will collate a portfolio of evidence through a combination of assessment methods including:
- **Written assessment:** Written responses to questions or scenarios – which may include short answer, paragraph responses or multiple choice.
- **Case studies:** Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks.
- **Practical activity:** Tasks which require demonstration of skills. This may occur in the workplace or classroom, either real-life or simulated scenarios.
- **Observation:** Involves witnessing the demonstration of a student's performance.
- **Project work:** Requires the development of a document(s) towards a specific task.

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:

BSBCRT311 - Apply critical thinking skills in a team environment
BSBPEF201 - Support personal wellbeing in the workplace
BSBSUS211 - Participate in sustainable work practices
BSBTWK301 - Use inclusive work practices
BSBWHS311 - Assist with maintaining workplace safety
BSBXCM301 - Engage in workplace communication

Elective Group A:

BSBTEC201 – Use business software applications
BSBTEC302 - Design and produce spreadsheets
BSBTEC301 - Design and produce business documents
BSBTEC303 - Create electronic presentations
BSBWRT311 - Write simple documents

Elective Group B:

BSBPEF301 - Organise personal work priorities

Elective Group C:

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 Services

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:

SIRXCEG001 - Engage the customer
SIRXCOM001 - Communicate in the workplace to support team and customer outcomes
SIRXIND001 - Work effectively in a service environment
SIRXIND003 - Organise personal work requirements
SIRXPDK001 - Advise on products and services
SIRXRSK001 - Identify and respond to security risks
SIRXWHS002 - Contribute to workplace health and safety

Listed Elective:

SIRRINV001 - Receive and handle retail stock
SIRRMER001 - Produce visual merchandise displays
SIRXSLS002 - Follow point-of-sale procedures
BSBWOR204 - Use business technology
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 employment in lieu of Industry Work Placement.

SIR30216 Certificate III in Retail

Vocational Education Subject

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



VET

The Certificate III in Retail provides training focused on engaging the customer, maintaining daily store operations and delivering on organisational expectations. Students will build upon foundational knowledge to build skills and capabilities to provide supervision of a team and monitor day-to-day operations of a store.

Pathways

Students who complete this qualification may go on to complete further study (e.g. SIR40316 - Certificate IV in Retail Management) or seek employment in roles such as:

- Frontline Sales Assistant or Customer Service Representative

- Retail Supervisor or Team Leader
- Senior Sales Assistant

Entry Requirements

Students are required to successfully complete the SIR20216 – Certificate II in Retail Services and demonstrates the ability to work independently.

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) and delivered in year 11 and 12. 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:

SIRXCEG001 - Engage the customer*
SIRXCEG002 – Assist with customer difficulties
SIRXCEG003 – Build customer loyalty and loyalty
SIRXCOM002 – Work effectively in a team
SIRXIND001 - Work effectively in a service environment *
SIRXRSK001 - Identify and respond to security risks*
SIRXSLS001 – Sell to the retail customer
SIRXWHS002 - Contribute to workplace health and safety*

Listed Elective:

SIRRINV001 - Receive and handle retail stock*
SIRRMER001 - Produce visual merchandise displays*
SIRXTAD001 – Train others in frontline tasks
SIRXIND002 - Organise & maintain the store environment*
SIRXIND003 - Organise personal work requirements*

* The following units are completed in the Certificate II in Retail Services and awarded as a Credit Transfer in this program.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a retail environment as closely as possible.

Assessment techniques include:

- Written Response Tasks
- Multiple Choice Exams
- Portfolio of Evidence
- Observations
- Role Plays

FSK20119 Certificate II in Skills for Work & Vocational Pathways

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



VET

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:

FSKLRG011 – Use routine strategies for work related learning

Elective Group A:

FSKNUM014 – Calculate with whole numbers and familiar fractions, decimals and percentages for work

FSKNUM015 – Estimate, measure and calculate with routine metric measurements for work

Non-listed Elective:

BSBCMM211 – Apply communication skills

BSBTEC201 – Use business software applications

AUMAFA001 – Apply for jobs and undertake job interviews

BSBTEC203 – Research using the internet

Elective Group B:

FSKDIG003 – Use digital technology for non-routine workplace tasks

FSKLRG009 – Use strategies to respond to routine workplace problems

FSKOCM007 – Interact effectively with others at work

FSKRDG010 – Read and respond to routine workplace information

FSKWGT008 – Complete routine workplace formatted texts

FSKWGT009 – Write routine workplace texts

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.

AHC20122 Certificate II in Agriculture

Vocational Education Subject



NOTE: This qualification is currently superseded and in a transition period. The school is applying to have the replacement qualification (AHC20122 - Certificate II in Agriculture) added to our scope of registration. Loganlea State High School (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: AHCWHS201 - Participate in work health and safety processes AHCWRK204 - Work effectively in the industry AHCWRK209 - Participate in environmentally sustainable work practices Elective Group A: AHCCHM201 - Apply chemicals under supervision AHCINF205 - Carry out basic electric fencing operations AHCINF202 - Install, maintain and repair farm fencing AHCINF203 - Maintain properties and structures AHCLSK204 - Carry out regular livestock observation	Elective Group A cont: AHCLSK205 - Handle livestock using basic techniques AHCLSK206 - Identify and mark livestock AHCLSK207 - Load and unload livestock AHCLSK209 - Monitor water supplies AHCLSK210 - Muster and move livestock AHCLSK211 - Provide feed for livestock AHCWRK201 - Observe and Report on weather AHCWRK205 - Participate in workplace communications AHCWRK207 – Collect and record production data Elective Group B: 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



VET

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:

AURAEA002 - Follow environmental and sustainability best practice in an automotive workplace
AURFA103 - Communicate effectively in an automotive workplace
AURFA104 - Resolve routine problems in an automotive workplace
AURASA102 - Follow safe working practices in an automotive workplace
AURETR103 - Identify automotive electrical systems and components
AURLTA101 - Identify automotive mechanical systems and components
AURTTK102 - Use and maintain tools and equipment in an automotive workplace

Elective:

AURETR001 – Remove and tag automotive electrical system components
AURTTA001 – Remove and tag steering, suspension and braking system components
AURTTA127 – Carry out basic vehicle servicing operations
AURTTE003 – Remove and tag engine systems components
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: AHCWHS201 - Participate in work health and safety processes AHCWRK209 - Participate in environmentally sustainable work practices Elective Group A: AHCPM204 - Recognise plants AHCPM202 – Collect, prepare and preserve plant specimens AHCPMG201 – Treat weeds AHCPMG202 – Treat plant pests, diseases and disorders AHCBO203 – Inspect and clean machinery, tools and equipment to preserve biosecurity AHCWRK205 - Participate in workplace communications	Elective Group B: AHCPGD207 – Plant trees and shrubs AHCCHM201 – Apply chemicals under supervision AHCNSY206 – Care for nursery plants AHCNSY207 – Undertake propagation activities AHCWRK207 – Collect and record production data AHCMM203 - Operate basic machinery and equipment 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



VET

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

MEM13014A – Apply principles of occupational health and safety in the work environment
MEMPE005A – Develop a career plan for the engineering and manufacturing industry
MEMPE006A – Undertake a basic engineering project
MSAENV272B – Participate in environmentally sustainable work practices
MEM16006A – Organise and communicate information

MEM16008A – Interact with computing technology
MEM18001C – Use hand tools
MEM18002B – Use power tools/hand held operations
MEMPE001A – Use engineering workshop machines
MEMPE004A – Use fabrication equipment
MSAPMSUP106A – Work in a team
MSAPC1101A – 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



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

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:

BSBWHS211 - Contribute to health and safety of self and others
BSBSUS211 - Participate in environmentally sustainable work practices
ICTICT213 - Use computer operating systems and hardware
BSBTEC202 - Use digital technologies to communicate in a work environment
ICTICT214- Operate application software packages
ICTICT215 - Operate a digital media technology package

Elective Group A:

ICTICT216 - Design and basic organisational documents
BSBTEC203 - Research using the internet
ICTICT223 - Install software applications
BSBTEC303 – Create electronic presentations

Elective Group B:

BSBTWK201 - Work effectively with others

Other:

SIRXCEG006 - Provide online customer service

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



VET

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, Diploma 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:

BSBCRT301 – Develop and extend critical and creative thinking skills
BSBXCS303 – Securely manage personally identifiable information and workplace information
BSBXTW301 – Work in a team
ICTICT313 – Identify IP, ethics and privacy policies in ICT environments
ICTPRG302 – Apply introductory programming techniques
ICTSAS305 – Provide ICT advice to clients

Elective Group J:

ICTWEB431 – Create and style simple markup language documents
ICTWEB304 – Build simple web pages
ICTWEB305 – Produce digital images for the web

Elective Group D:

CUADIG311 – Prepare video assets
CUADIG303 – Produce and prepare photo images

Elective Group H:

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.

AHC20422 Certificate II in Horticulture

Applied senior subject

Applied

This qualification gives you the foundation knowledge needed to work with plants. This course will give you the practical skills and knowledge needed to recognise and identify plants, treat weeds, assists with landscaping and propagate plants. It is an activity-based course where students learn by doing, develop a commitment to the environment, good work ethic (both independently and as a team) and prepare for the workplace. There is focus on planning and carrying out routine tasks with some assistance.

Pathways

Gain essential skills to begin your career as a Horticultural assistant, grounds maintenance, nursery or garden labourer.

Structure

This is a 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 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.

Objectives

By the conclusion of the course, students should have developed industry standard knowledge and skills related to primary and associated industries. In this Course you will learn about plants, different plant types, how to select plants, plant care and safety, plant environments, planting processes and procedures and plant protection.

Competencies	Core (8) Elective (7)
Core Units: AHCMOM203 – Operate basic machinery and equipment AHCPCM204 – Recognise plants AHCPGD207 – Plant trees and shrubs AHCPMG201 – Treat weeds AHCPMG202 – Treat plant pests, diseases and disorders AHCSOL203 – Assist with soil or growing media sampling and testing AHCWHS202 – Participate in workplace health and safety processes AHCWRK211 - Participate in environmentally sustainable work practices	Electives Units: AHCCHM201 - Apply chemicals under supervision AHCPCG209 - Prune shrubs and small trees AHCPGD210 – Transplant shrubs and small trees AHCNSY205 – Pot up plants AHCNSY207 – Undertake propagation activities AHCWRK201 - Observe and Report on weather AHLSC210 – Install tree protection devices

Assessment

Skill and knowledge assessments are essential step in progressing through your course. You may be assessed in a number of ways while you are studying; including observation, written assessment, questioning, portfolios and work samples.

SIT20322 Certificate II in Hospitality

Vocational Education Subject

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



VET

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 and specific knowledge and skills related to the hospitality service industry. This subject is a highly practical course which provides students the opportunity to complete a Certificate II in Hospitality. 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) which provides a commercial kitchen and attached restaurant setting for this training to occur. 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 qualifications. 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 competencies

SITHFAB201 - Provide responsible service of alcohol and SITHGAM022 – Provide responsible gambling services. These courses are run online with support provided to students from the hospitality trainer. Students will be required to pay approximately \$19 - \$24 for each 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 one 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
<ul style="list-style-type: none">SITXWHS005 Participate in safe work practicesSITHIND006 Source and use information on the hospitality industrySITHIND007 Use hospitality skills effectivelySITXCCS011 Interact with customersSITXCOM007 Show social and cultural sensitivityBSBTWK201 Work effectively with others	<ul style="list-style-type: none">SITXFSA005 Use hygienic practices for food safetySITHFAB024 Prepare & Serve Non-Alcoholic BeveragesSITXFIN007 Process financial transactionsBSBCMM211 Apply communication skillsBSBTEC201 Use business software applicationTLIE0009 Carry out basic workplace calculations

Assessment

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

SIT20421 Certificate II in Cookery

Vocational Education Subject

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



VET

Why study Certificate II in Cookery? 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 and specific knowledge and skills related to the food preparation industry. This subject is a highly practical course which provides students the opportunity to complete a Certificate II in Cookery. 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) which provides a commercial kitchen and attached restaurant setting for this training to occur. 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 qualifications. Students will always have advanced notice of their required attendance.

Pathways

After achieving SIT20421 Certificate II in Cookery, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries in the Tourism, Hospitality and Events Training Package. 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.

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

This course may be started at the beginning of year 10, 11 and takes 2 years to complete. Students enrolling in year 12 will receive partial completion and have the capacity to attain 2 QCE points. Students will complete a program of study which includes 7 core units and 5 elective units. The Certificate II in Cookery structure is based on the packaging rules described in the Tourism, Hospitality and Events training package (SIT 12).

Core topics	Elective topics
<ul style="list-style-type: none">SITXWHS005 Participate in safe work practicesSITXFSA005 Use Hygienic practices for food safetySITHCCC027 Prepare Dishes using basic methods of cookerySITHCCC034 Work effectively in a commercial kitchenSITHKOP009 Clean kitchen premises and equipmentSITHCCC023 Use food preparation equipmentSITXINV006 Receive, store and maintain stock	<ul style="list-style-type: none">SITXFSA006 Participate in safe food handling proceduresSITXCOM007 Show social and cultural sensitivitySITXCCS011 Interact with customersSITHCCC024 Prepare and present simple dishesSITHCCC028 Prepare appetisers and saladsSITHCCC025 Prepare and present sandwiches

Assessment

Cookery 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, observations with checklists, portfolios, teacher questioning, practical functions/restaurants, practical exams and structured work placement.

SIS30321 Certificate III in Fitness

Vocational Education Subject (External RTO)



VET

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.

Students who successfully complete Certificate III in Fitness (SIS30321) will have the opportunity to receive First Aid qualification and CPR certificate for a small additional fee.

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

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

This course is structured to be delivered over two years. 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). First Aid and CPR Certificate will cost an additional \$30.00.

Topics and Programs			
Term 1 Topics <ul style="list-style-type: none"> › Binnacle Lounge Induction › The Sport, Fitness and Recreation (SFR) Industry › Apply Knowledge of Coaching Practices PROGRAMS <ul style="list-style-type: none"> › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions 	TERM 2 Topics <ul style="list-style-type: none"> › Perform Research and Create a Group Presentation › Organise and Complete Work Tasks PROGRAMS <ul style="list-style-type: none"> › Group Nutrition Presentation: Create and Deliver a Presentation to your Peers › Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants 	TERM 3 Topics <ul style="list-style-type: none"> › Cardio and Conditioning Programs › Anatomy and Physiology › The SFR Industry PROGRAMS <ul style="list-style-type: none"> › One-on-One Cardio Program 	TERM 4 Topics <ul style="list-style-type: none"> › Anatomy and Physiology › First Aid Course: HLTAID011 Provide First Aid PROGRAMS <ul style="list-style-type: none"> › Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions › Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants
TERM 5 Topics <ul style="list-style-type: none"> › Anatomy and Physiology › Health and Nutrition Consultations PROGRAMS <ul style="list-style-type: none"> › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients) 	TERM 6 Topics <ul style="list-style-type: none"> › Screening and Health Assessments › Specific Population Clients › Older Clients PROGRAMS <ul style="list-style-type: none"> › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions 	TERM 7 Topics <ul style="list-style-type: none"> › Older Clients › Specific Populations PROGRAMS <ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+ 	

Competencies - Students MUST complete 16 Units of Competency

HLTAID011 Provide First Aid	BSBOPS304 Deliver and monitor a service to customers
HLTWHS001 Participate in workplace health and safety	BSBPPEF301 Organise personal work priorities
SISXEMR001 Respond to emergency situations	SISFFIT035 Plan group exercise sessions
SISXIND001 Work effectively in sport, fitness and recreation environments	SISFFIT036 Instruct group exercise sessions
SISXIND002 Maintain sport, fitness and recreation industry knowledge	SISFFIT032 Complete pre-exercise screening and service orientation
BSBSUS211 Participate in sustainable work practices	SISFFIT033 Complete client fitness assessments
SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise.	SISFFIT052 Provide healthy eating information
	SISFFIT040 Develop and instruct gym-based exercise programs for individual Clients.

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 and to identify support measures as required.

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 Disclosure 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



The Certificate II in Outdoor Recreation 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.

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

The Certificate II in Outdoor Recreation is offered in two different delivery modes, which both accounting for up to 1200 hours of training and assessment time. In both programs students will complete 11 units of competency, including four (4) core units and seven (7) electives..

Mandatory Requirements

- Students will require a Blue Card (Working with Children Check) in order to be trained and assessed for the unit SISOFLD001.
- Students are required to attend and participate in Assessment Excursions and Camps.
- Students will need to have the ability to swim at least 50m with minimal assistance.
- Students will need to have parental consent to participate in High Risk Activities including:
 - Canoeing & Kayaking
 - Fishing
 - Bushwalking
 - Cooking on Camp Stoves
 - Swimming
 - Activities at Height

Assessment

Assessment is competency based and completed in both simulated and real outdoor recreation environments.

Units of competency are clustered and assessed in this way to replicate what occurs in a outdoor recreation environment as closely as possible.

Assessment techniques include:

- Multiple Choice Exams
- Portfolios of Evidence
- Observations
- Research Reports

Standard Program

Students enrolled into the standard program undertake the Certificate II in Outdoor Recreation across two years; across the regular timetable.

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.

Competencies	
Core units: HLTWHS001 – Participate in workplace health and safety SISOFLD001 – Assist in conducting recreation sessions SISOFLD002 - Minimise environmental impact SISXIND002 – Maintain sport, fitness and recreation industry knowledge	Group A: SISCAQU002 – Perform Basic water rescues SISOBWG001 – Bushwalk in tracked environments SISOENE001 – Paddle a craft using fundamental skills SISOFLD006 – Navigate in tracked environments SISOFSH001 – Locate, attract and catch fish Group B: SISXEMR001 - Respond to emergency situations SISXFAC001 – Maintain equipment for activities

Intensive Program

Students enrolled into the intensive program complete the Certificate II in Outdoor Recreation in one year, as a Wednesday Pathways option.

Subject Levy

Students enrolled in this subject will have to pay a Subject Levy of \$400 (Full Year). Payment plans are available by contacting the finance window.

Competencies	
Core units: HLTWHS001 – Participate in workplace health and safety SISOFLD001 – Assist in conducting recreation sessions SISOFLD002 - Minimise environmental impact SISXIND002 – Maintain sport, fitness and recreation industry knowledge	Group A: SISCAQU002 – Perform Basic water rescues SISOBWG001 – Bushwalk in tracked environments SISOENE001 – Paddle a craft using fundamental skills SISOFLD006 – Navigate in tracked environments SISOFSH001 – Locate, attract and catch fish Group B: SISXFAC001 – Maintain equipment for activities Imported Elective: FSKNUM025 - Use detailed maps to plan travel routes for work

Camps and excursions

Across both programs, students will have the opportunity to attend a range of camps and excursions. Please see the table below which indicates the activities being undertaken in the respective programs.

Camps & Excursions	Standard Program		Intensive Program
	First Year	Second Year	
Logan River Canoeing	✓	✓	✓
Cooloola Pack and Paddle Camp (4 Days)		✓	✓
Rogaine	✓	✓	✓
Emergency Response Overnight Camp		✓	
Offsite Bushwalk	✓	✓	
Fishing	✓	✓	✓
Maroon Base Camp (4 Days)	✓		✓
Pool Visit	✓		✓
Beach Day Trip	✓	✓	✓
Industry Engagement Day		✓	✓

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.

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	CUADAN315 - Increase depth of jazz dance techniques
CUADAN331 - Integrate rhythm into movement activities	CUADAN318 - Increase depth of contemporary dance techniques
CUAIND311 - Work effectively in the creative arts industry	CUADAN319 - Increase depth of street dance techniques
CUAPRF317 - Develop performance techniques	CUAWHS406 - Interact appropriately with children in performing arts environments
CUAWHS311 - Condition body for dance performance	CUACOS304 - Develop and apply knowledge of costume
	CUADTM311 – Assist with dance teaching
	CUAMUP311 - Prepare personal appearance for performances
	CUAMWB401 — Develop and implement own self-care plan in the creative industries

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.

Mandatory Requirements

Positive Notice Blue Card

As part of the qualification, enrolled students are required to assist in teaching dance.

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.

CUA20220 Certificate II in Creative Industries

Vocational Education Subject *Pending Final Approval from QCAA*

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 develop their knowledge and understanding of the Creative Industries. This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Students complete tasks with limited complexity and with required actions clearly defined.

This is a practical based subject which will see students promote and work at live events while engaging with industry professional to develop their skills. There is a focus on individuality and on teamwork as students plan and carry out routine tasks with some assistance. Students will also engage with Social Media platforms to promote these events..

Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 12 months to complete through the Wednesday Senior Pathways' day. 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.

Core topics	Elective Topics
BSBTWK201 Work effectively with others	BSBCRT201 Develop and apply thinking and problem solving skills
CUAIND211 Develop and apply creative arts industry knowledge	BSBLIB303 Provide multimedia support
CUAWHS312 Apply work health and safety practices	CUADES201 Follow a design process
	CUADIG212 Develop digital imaging skills
	CUASOU211 Develop basic audio skills and knowledge
	CUASTA212 Assist with bump in and bump out of shows
	ICTWEB201 Use social media tools for collaboration and engagement

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 and structured simulated work environments.

CUA31120 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.

artistry, advertising, game design, photography, animation or ceramics, production art.

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

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	CUADES301 -Explore the use of colour
CUAACD311 -Produce drawings to communicate ideas	CUADRA311 -Produce drawings
CUAPPR311 -Produce creative work	CUAPAI311 -Produce paintings
CUARES301 -Apply knowledge of history and theory to own arts practice	CUAPPR312 -Document the creative work progress
	CUAPPR314 -Participate in collaborative creative projects
	CUAPRI312 -Produce prints
	CUASCU311 -Produce sculpture
	CUAPPR417 -Select and prepare creative work for exhibition

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.

ADDITIONAL VET OFFERINGS

If the programs delivered by Loganlea State High School do not meet your pathway needs, we can assist you to find worthwhile study (see Mrs Pennell in the CONNECTIONS office).

The examples that follow are some that our students have nominated to attend in 2023 and are an example of the offerings that may be available to you in 2024

Additional qualifications **delivered at Loganlea SHS by external Registered Training Organizations - AGI**



AUSTRALIAN GLOBAL INSTITUTE

Skills Assure

AVI30419

**CERTIFICATE III IN AVIATION
(REMOTE PILOT)**



About this Course

This program is designed to maximize latest technology and hands on practical flying with innovative interactive online learning systems that combine to deliver you the best outcomes. The program is focused on job outcomes where drone usage will rapidly expand over the next decade with the need for dedicated quality commercial drone pilots or skills to enhance job performance and career pathways.

Duration and Cost



- 10 to 12 months
- NO training cost for VETiS funding eligible students
- Fee for service cost **\$3,330** (school kids only)

Delivery and QCE Points

- 9 core units / 5 elective units
- Face to face
- Self-study
- Practical
- Up to 6 QCE Points



VETiS Funding Option

NO TRAINING COST for eligible students. Funding provided under the Certificate 3 Guarantee program from the Queensland Government.

Eligibility Criteria:

- Australian/ New Zealand citizen or permanent resident (or on pathway to permanent residency) presently residing in Queensland.
- Enrolled in a Queensland school, grades 10, 11 and 12.
- Not completed or presently undertaking a program from the Priority Skills list VETiS stream.

Training Support

- Our trainer will provide direct training and assessment support.
- AGI administration team will provide other related program support including enrolment and systems assistance.
- Your school will continue to provide comprehensive student support including counselling.

Visit our website for more information www.agi.edu.au
Course inquiries: info@agi.edu.au

Additional qualifications delivered at Loganlea SHS by external Registered Training Organizations -
Strategix:



Certificate II and III in Community Services

Additional Learning Option – Dual Qualification

Registered Training Organisation: Strategix Training Group

RTO Code: 31418

Qualification Code and Title: CHC22015 Certificate II in Community Services
 CHC32015 Certificate III in Community Services

Course Overview:

Certificate II and III in Community Services is an informative and practical course with topics relevant to the current Community Sector. Careers within the Community Services sector are demanding but rewarding. The skills learned will apply to a broad range of job opportunities that will enable you to make a real difference in many people's lives. Certificates II and III in Community Services will provide knowledge and skills to work with vulnerable community members. It also provides a great pathway to relevant Diploma courses. Work with, youth, families, those with addictions or people with disabilities. This certificate also incorporates a work experience element so you will get to put into practice the theory & skills you learn.

Successful completion of the dual qualification contributes up to a **maximum of ten (10) credits** towards a student's QCE. Up to 4 points for the completion of the Certificate II and up to a further 6 points for the completion of the Certificate III.

Cost: CHC22015 Certificate II in Community Services is fee free under VETiS funding by the Qld Government for eligible students. Additional to the VETiS funding, CHC32015 Certificate III in Community Services will be charged at a discounted rate of \$350 per student.

*** If the student has used their VETiS funding, the course fee will be \$1,500 for the Certificate II plus an additional \$350 for the Certificate III.

Duration: 2 Terms, Wednesdays **Placement:** 20hours required
CHC22015: Certificate II in Community Services

Course Code	Unit Description	Course Assessment
CHCCOM001	Provide first point of contact	Competency Based.
CHCCOM005	Communicate and work in health or community services	
CHCDIV001	Work with diverse people	Assessment will be delivered using a variety of techniques, including:
BSBWOR202	Organise and complete daily work activities	
HLTWHS001	Participate in workplace health and safety	Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning
HLTINF006	Apply basic principles and practices of infection prevention and control	
CHCPRT001	Identify and respond to children and young people at risk	
BSBCRT311	Apply critical thinking skills in a team environment	
CHCVOL001	Be an effective volunteer	

Duration: 2 Terms, Wednesdays
CHC32015: Certificate III in Community Services

Course Code	Unit Description	Course Assessment
HLTWHS002	Follow safe work practices for direct client care (R2)	<p>Competency Based.</p> <p>Assessment will be delivered using a variety of techniques, including:</p> <p>Practical assessment Written tasks Placement Exams Teacher observation Teacher questioning</p>
CHCCCS009	Facilitate responsible behaviour	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety (R1)	
CHCVOL001	Be an effective volunteer (R1)	
BSBWOR301	Organise personal work priorities and development (R1)	
HLTWHS008	Manage personal stressors in the work environment (R1)	
CHCCCS016	Respond to client needs (R1)	
CHCDIS002	Follow established person-centred behaviour supports	
CHCDIS003	Support community participation and social inclusion (R1)	
CHCCOM005	Communicate and work in health or community services (R2)	
CHCDIV001	Work with diverse people (R1)	
CHCCOM001	Provide first point of contact (R1)	

Units shaded in blue are Credit Transfers from the Certificate II in Community Services.

Additional qualifications delivered at Loganlea SHS by external Registered Training Organizations – Strategix



Strategix

RTO #31418

HLT23215 — Certificate II in HEALTH SUPPORT SERVICES

Study Mode



School Based

% Employed



55%*

Average Pay



\$1,099*
weekly

Career Opportunities

- Health Services Cleaner
- Hospital Food Assistant
- Hospital General Hand
- Hospital Laundry Worker
- Ward Hand

* data sourced from www.joboutlook.gov.au and www.myskills.gov.au (2021)

OVERVIEW

The Strategix Certificate III in Health Support is an informative and practical course with topics relevant to the current health care industry including; Individual needs planning, health and well-being strategies.

Our trainers are industry professionals who will help you learn the skills and gain knowledge that will prepare you for a career in the health sector.

The demand for workers in the health industry is increasing. Employers from small and large organisations are seeking individuals with the relevant qualifications, skills and a passion to help and care for others. These attributes are all vital for a career in the health sector.

VETiS Funding Eligibility:

- Must be currently enrolled in school
- Must be an Australian citizen or a permanent resident living in QLD
- Aged 15 years of age or older
- Have not completed a qualification under VETiS funding
- Other eligibility conditions may apply (contact us for more details)
- Funded by the Queensland Government

UNITS

- BSBWOR203 Work effectively with others
- BSBCUS201 Deliver a service to customers
- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- BSBWOR202 Organise and complete daily work activities
- HLTWHS001 Participate in workplace health and safety
- HLTINF001 Comply with infection prevention and control policies and procedures
- BSBADM101 Use business equipment and resources
- CHCCCS020 Respond effectively to behaviours of concern
- CHCCCS026 Transport individuals
- HLTFS001 Follow basic food safety practices
- CHCCCS012 Prepare and maintain beds
- OR
- BSBOPS203 Deliver a service to customers

Add a Qualification onto your VETiS course:

- **CHC32015**
Certificate III in Community Services (additional 9 units)
- **HLT33115**
Certificate III in Health Services Assistance (additional 8 units)

ENQUIRIES@STRATEGIX.EDU.AU

Ph 1300 872 464
1300 TRAINING
www.strategix.edu.au

Additional qualifications carried out Loganlea SHS as Third Party with external Registered Training Organizations – TAFE Queensland

ACADEMY OF SPORT CERTIFICATE II IN SPORT COACHING/ CERTIFICATE III IN SPORT COACHING

COURSE CODE: SIS20321/SIS30521

✓ VETIS FUNDED*

Our Academy of Sport TAFE at School program is a new, unique, immersive sport offering for Queensland high school students. Student-athletes will attend study at a nominated sport-specific location one (1) day per week in place of a regular school day. Build your sporting skills and knowledge while getting backstage at one of our partnered Queensland sporting clubs.

CERTIFICATE II IN SPORT COACHING CERTIFICATE III IN SPORT COACHING	CERT II UNITS	CERT III UNITS
BSBOPS403 Apply business risk management processes		Core
SISSCO012 Coach sport participants up to an intermediate level		Elective
SISSCO001 Conduct sport coaching sessions with foundation level participants	Elective	
SISSCO005 Continuously improve coaching skills and knowledge		Core
SISSPT001 Implement sport injury prevention and management strategies		Elective
SISSPAR008 Maintain personal wellbeing as an athlete	Elective	Elective
SISSCO003 Meet participant coaching needs		Core
SISSPAR009 Participate in conditioning for sport	Elective	Elective
HLTWH001 Participate in workplace health and safety		Core
SISXCA001 Provide equipment for activities	Elective	
HLTAID011 Provide First Aid	Core	Core
SISSCO002 Work in a community coaching role	Core	Core
SIFXWH001 Work safely	Core	

Elective units vary depending on sporting code. Students will be required to cover the cost of the uniform for this course. This course is partly VETIS funded for eligible students. Go to tafeqld.edu.au for details.

CHOOSE FROM A VARIETY OF SPORT CODES



ACADEMY OF SPORT PATHWAY OPTIONS

• Certificate II in Sport Coaching SIS20321/Certificate III in Sport Coaching SIS30521	Junior Sport Coach, Sport Development Officer, Assistant Squad Coach, Sport Development Officer
• Diploma of Sport SIS50321	Sports Development Manager, High Performance Coach, Talent Manager

CAREER OUTCOMES

UNIVERSITY PATHWAYS

- Bachelor of Sport Development – Griffith University
- Bachelor of Sport and Exercise Science – University of Southern Queensland
- Bachelor of Physical Activity and Health Science – Australian Catholic University
- Bachelor of Sport Studies – University of the Sunshine Coast



CAMPUS

Sports specifications locations

DURATION

8 terms

STUDY MODE

Face-to-face

WORKLOAD

1 day per week

YEAR LEVEL

10, 11

QCE CREDITS

8 credits

Get a head start on your sports career with this entry-level qualification and gain the practical skills you need to conduct coaching sessions in community-based sports clubs and organisations. Gain a range of essential coaching skills required to work under the supervision of a coach to engage participants in sports.

Successful completion of this course will qualify you to undertake further studies in the sports and fitness industries.

Find out more about
Academy of Sport





AUR20720

Certificate II in **AUTOMOTIVE VOCATIONAL PREPARATION.**

Course Description

This pre-vocational qualification will support students to develop the right trade-like skills to seek employment in the automotive service and repair sector.

Completing this course will enhance your opportunities to gain a mechanical apprenticeship for light and heavy vehicles and

will ultimately lead you towards a full trade qualification.

On successful completion of this course you will receive:

- » A Certificate II Automotive Vocational Preparation
- » Knowledge and skills of the automotive service and repair sector

Nationally Accredited Training

Acquire the essential skills and knowledge required to work in the automotive industry.



DGT@DGT.ORG.AU | 1300 010 185 | DGT.ORG.AU



Get a head start in your **CONSTRUCTION TRADE!**

CONSTRUCT YOUR FUTURE

Complete this Pre-Apprenticeship/
Pre-Employment program and
get fast tracked into a full-time job or
Apprenticeship in the Construction and
Civil Construction industries!

PROGRAM ELIGIBILITY

- » Students who are interested in pursuing a trade either through a VET in Schools program, School Based Apprenticeship or as a career post-secondary school, and

TRADE PATHWAYS

Include: Carpentry, Plumbing, Painting, Electrical, Cabinet Making, Civil Construction... and many more.

PROGRAM DURATION

This program is completed over 1 YEAR

GAIN THE SKILLS AND EXPERIENCE TO HIT THE GROUND RUNNING:

- » Practical training in an industry environment.
- » Nationally Accredited qualifications and experience:
 - CPC10120 - Certificate I in Construction,
 - CPCCWHS1001 Prepare to Work Safely in the Construction Industry (Construction Induction Card),
 - HLTAID011 Provide First Aid,
 - Opportunities for Work Experience.
- » Opportunities for work experience with our host employers who are looking for Apprentices and employees now,
- » Mentoring and support.

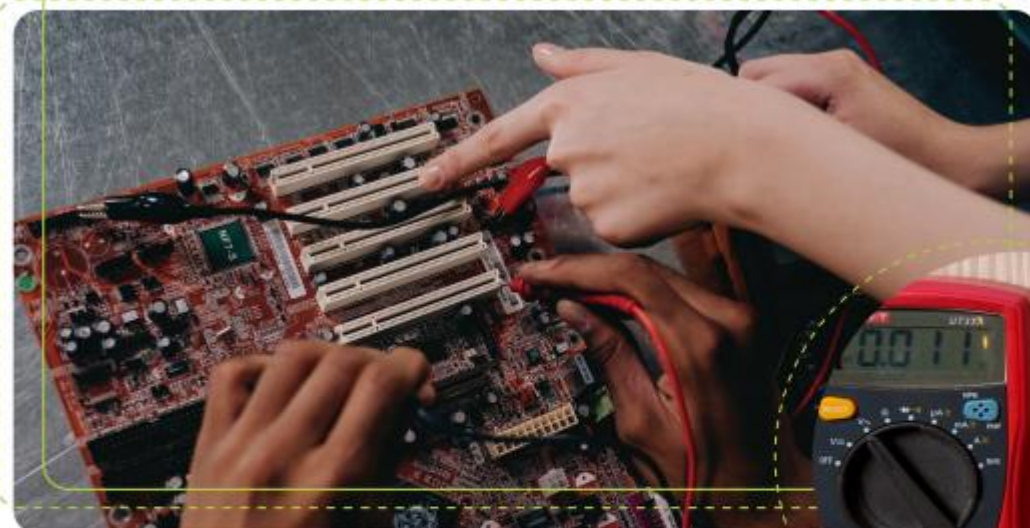
So, what are you waiting for?

Get the competitive edge - enrol now!

Contact us to enrol

DGT@DGT.ORG.AU | 1300 010 185 | DGT.ORG.AU





12 months



270 Core Weighting Points
140 General Elective
Weighting Points



Banyo,
Scarborough,
Meadowbrook,
Toowoomba



VET in Schools

UEE22020

Certificate II in Electrotechnology (Career Start)

Understand electrical prep work to support licensed electricians. Practical activities such as installing conduit above and below ground and laying the foundation work for household electrical installations.

Employment Pathways

- Electrotechnology Apprentice
- Trades Assistant

Program Delivery

- This program is delivered using mixed modes such as face-to-face training and self-paced learning via the Learning Management System
- Projects and home reading to be completed as homework
- 80 hours of Work Experience

We will assist in work placement for interested students in their respective trade areas.

For more information please visit: attc.org.au/vet-in-schools/



(07) 3414 5999



vetis@attc.org.au



attc.org.au

AUSTRALIAN
TRADE TRAINING
COLLEGE
RTO 31399

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Skills
Assure

Get a head start in your **ENGINEERING TRADE!**



ENGINEER YOUR CAREER

Complete this Pre-Apprenticeship/
Pre-Employment program and you get
fast tracked into a full-time job or
Apprenticeship in the Engineering industry!

PROGRAM ELIGIBILITY

- » Students who are interested in pursuing a trade either through a VET in Schools program, School Based Apprenticeship or as a career post-secondary school, and

TRADE PATHWAYS

Choose from a variety of trade pathways including - Engineering, Manufacturing, Automotive, Fabrication, Welding, Heavy Machinery Mechanics... and many more.

PROGRAM DURATION

This program is completed over 1 YEAR

GAIN THE SKILLS AND EXPERIENCE TO HIT THE GROUND RUNNING:

- » Practical training in an industry environment,
- » Nationally Accredited qualifications and experience:
 - MEM20413 - Certificate II in Engineering Pathways,
 - CPCCWHS1001 Prepare to Work Safely in the Construction Industry (Construction Induction Card),
 - HLTAID011 Provide First Aid,
 - Opportunities for Work Experience,
- » Opportunities for work experience with our host employers who are looking for Apprentices and employees now,
- » Mentoring and support.

So, what are you waiting for?

Get the competitive edge - enrol now!

Contact us to enrol

DGT@DGT.ORG.AU | 1300 010 185 | DGT.ORG.AU







Strategix

FBP20121 — Certificate II in
FOOD PROCESSING

RTO #31418

Study Mode



School Based

% Employed



75%^{*}

Weekly Pay



\$1,200^{*}
weekly

Career Opportunities

- Food Processing Worker
- Process Line Worker
- Process Supervisor
- Dairy Process Worker

* data sourced from www.joboutlook.gov.au and www.myskills.gov.au (2021)

OVERVIEW

The Strategix Certificate II in Food Processing will expand your prospects and help you kick start your career.

With the nationally recognised training and personal development elements that Strategix provides, you can build your skill and knowledge base to get the right job in this vital industry.

The Strategix Certificate II in Food Processing will help you gain accredited qualifications and practical skills that will assist you to get started in the industry. With topics relevant to current food processing trends including; HACCP principles, stock and temperature control, manual handling and OHS, We've got you covered.

Skilled staff continue to be in demand as this industry expands and grows. The Process and Manufacturing industries contribute millions of dollars to the Australian economy every year.

VETiS Funding Eligibility:

- Must be currently enrolled in school
- Must be an Australian citizen or a permanent resident living in QLD
- Aged 15 years of age or older
- Other eligibility conditions may apply (contact us for more details)
- Have not completed a qualification under VETiS funding
- Funded by the Queensland Government

UNITS

- FBPWHS2001 Participate in work health and safety processes
- FBPOPR2074 Carry out manual handling tasks
- TLIL0007 Complete workplace induction procedures
- FBPOPR2071 Provide and apply workplace information
- FBPPPL2001 Participate in work teams and groups
- FBPFSSY2002 Apply food safety procedures
- FBPOPR2070 Apply quality systems and procedures
- FBPOPR2096 Follow procedures to maintain good manufacturing practice in food processing
- FBPPPL2002 Work in a socially diverse environment
- MSMENV272 Participate in environmentally sustainable work practices
- FBPOPR2079 Work with temperature-controlled stock
- TLIA2014 Use product knowledge to complete work operations
- TLIK2010 Use infotechnology devices in the workplace

Add a Qualification onto your VETiS course:

- TLJ20421 Certificate II in Supply Chain Operations
- TLJ30319 Certificate III in Supply Chain Operations
- FBP30121 Certificate III in Food Processing

ENQUIRIES@STRATEGIX.EDU.AU

Ph 1300 872 464
1300 TRAINING
www.strategix.edu.au



18 months



16 Core Units
2 Elective Units



Banyo,
Scarborough,
Meadowbrook



VET in Schools

52887WA Certificate II in Plumbing

Practical activities will include the installation of pipework, testing and maintaining fixtures and gas regulators and installing gas appliances, water tanks and water heaters.

Employment Pathways

- Apprentice Plumber
- Drainage, Sewerage & Stormwater Labourer
- Apprentice Roof Plumber

As part of the Certificate II in Plumbing, students are required to complete 220 hours of work placement in the Plumbing Industry.

VET in Schools (VETiS)

VET in Schools (VETiS) is the perfect stepping stone for any young person enrolled in senior secondary wishing to obtain a career within a trade.

VETiS provides students with practical experience and better employability outcomes, and assists with developing and improving their interpersonal skills.

For more information please visit: attc.org.au/vet-in-schools/



(07) 3414 5999



vetis@attc.org.au



attc.org.au

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Assure





Strategix

TLI20421— Certificate II in

SUPPLY CHAIN OPERATIONS

RTO #31418

Study Mode



School Based

% Employed



70%[^]

Average Pay



**\$1,146[^]
weekly**

Career Opportunities

- Despatch Clerk
- Grain Handler
- Mail Sorter
- Pick and Packer
- Warehouse Worker

[^] data sourced from www.joboutlook.gov.au and www.myskills.gov.au (2021)

OVERVIEW

The Strategix Certificate II in Supply Chain Operations will expand your prospects. With the nationally recognised training and personal development elements that Strategix provides, you can build your skill and knowledge base to get the right job in this vital industry.

The Strategix Certificate II in Supply Chain Operations is informative and practical with topics relevant to current trends, including; RF scanners, stock control, manual handling, safety etc. Gain accredited qualifications, practical skills and knowledge that will assist you to get the job you want.

VETiS Funding Eligibility:

- Must be currently enrolled in school
- Must be an Australian citizen or a permanent resident living in QLD
- Aged 15 years of age or older
- Have not completed a qualification under VETiS funding
- Other eligibility conditions may apply (contact us for more details)
- Funded by the Queensland Government

UNITS

<ul style="list-style-type: none"> • TLIE1003 • TLIX0023 • TLIF0009 • TLIF0025 • TLIU2012 • TLIJ2001 • TLIG2007 • TLID0020 • TLIL0007 • TLIA2014 • TLIK2010 • FBPOPR2079 • FBPWHS2001 • FBPPPL2001 	<ul style="list-style-type: none"> Participate in basic workplace communication Identify the roles and functions of the supply chain industry Ensure the safety of transport activities (Chain of Responsibility) Follow work health and safety procedures Participate in environmentally sustainable work practices Apply quality procedures Work in a socially diverse environment Shift materials safely using manual handling methods Complete workplace induction procedures Use product knowledge to complete work operations Use infotechnology devices in the workplace Work with temperature-controlled stock Participate in work health and safety processes Participate in work teams and groups
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ENQUIRIES@STRATEGIX.EDU.AU

Ph 1300 872 464

1300 TRAINING

www.strategix.edu.au

V23.0 | RTO: 31222



VET in Schools 2023 Certificate II in Tourism

Program Overview

- ✓ Gain a Nationally Recognised Qualification
- ✓ Boost Your QCE Rank by Up to 4 Points
- ✓ Gain Valuable Experience to Add to Your Resume
- ✓ Real World Training Directly at Your School



What's in the course

This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers. Work could be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both.



Job Outcomes

This qualification provides the skills required for you to gain work in organisations such as restaurants, hotels, motels and cafes. Career pathways for this course include:

- documentation clerk for a tour wholesaler or travel agency
- office assistant for a tour operator
- receptionist and office assistant for a professional conference organiser or event management business
- receptionist and office assistant in a travel agency
- retail sales assistant in an attraction
- ride attendant in an attraction



Course Details

Qualification SIT20116 Certificate II in Tourism

Duration June – October 2023

4 Core Units

- SITIND001 Source and use information on the tourism and travel industry
- SITXCOM002 Show social and cultural sensitivity
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices

7 Elective Units

- SITHIND001 Use hygienic practice for hospitality service
- SITXCCS001 Provide customer information and assistance
- SITXCOM001 Source and present information
- SITHGAM001 Provide responsible gambling services
- SITHFAB002 Provide responsible service of alcohol
- SIRXPDK001 Advise on products and services
- SITXCCS004 Provide lost and found services

How to enrol

1. Talk to your VET Coordinator for more information
2. Discuss your eligibility
3. Sign up for the program
4. Show up on the day



Government Funded Program

This course is fully funded under the Queensland Government's VETiS funding. Eligibility Requirements must be met. For further information, head to:

<https://desbt.qld.gov.au/training/training-careers/incentives/vetis>

Get in contact



(07) 3255 0506



info@collegeaustralia.edu.au



collegeaustralia.edu.au

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.

Subject Guide Art Story

Artist - Stacey Williams

**The 3 waterholes with joining
waterways represent the 3
stages of schooling Junior,
Middle School and Senior
school**

**The meeting place
Symbol represents
their Primary school
experience.**

**The Footprints -
Students journey
from birth to
primary school**

