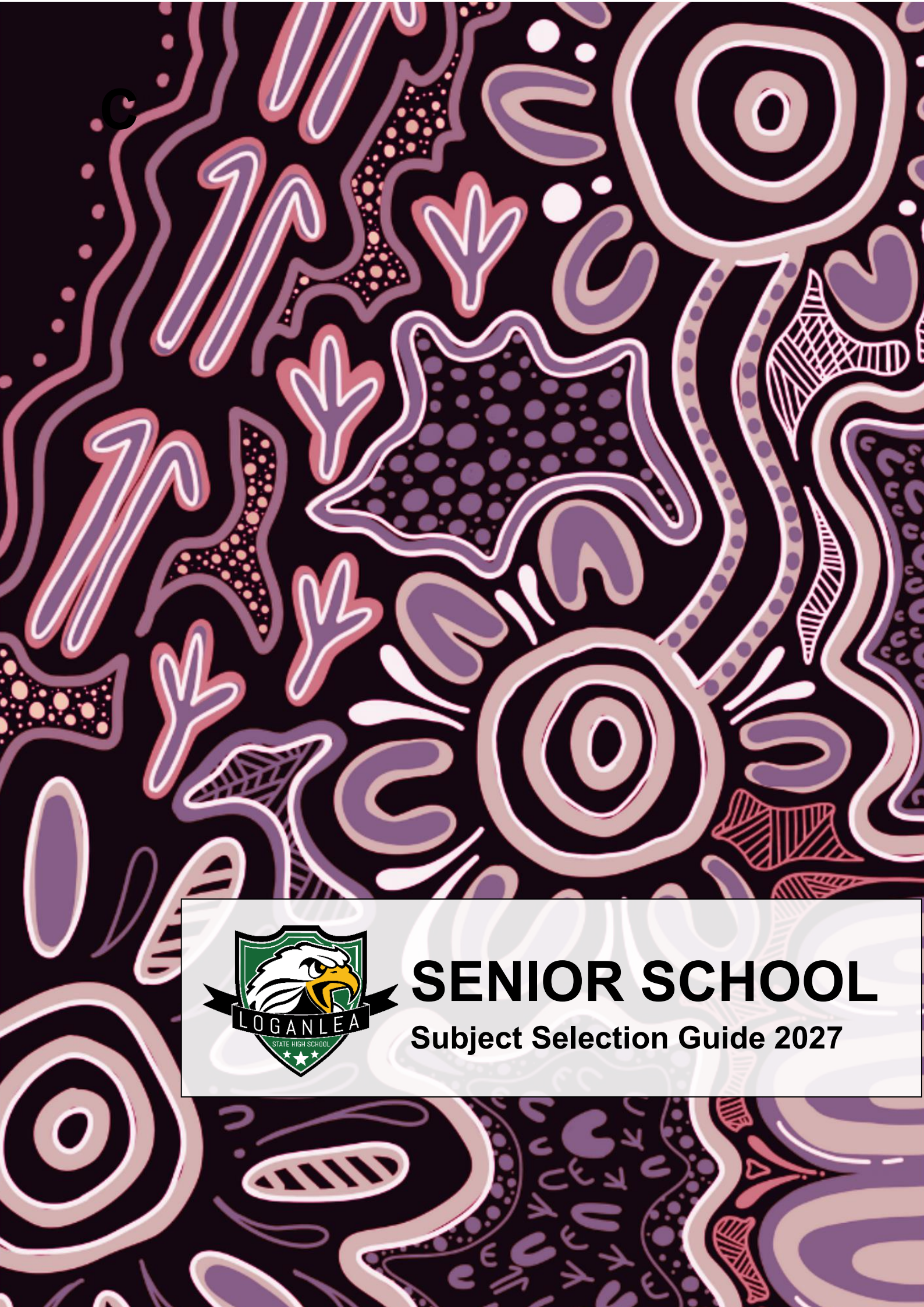

SENIOR SCHOOL

Subject Selection Guide 2027

Contents

VET Courses

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 -** 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 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.

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

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/subjects-from-2024 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.

General (Senior External Examination) syllabuses

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.

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
- 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 digital literacy.

General syllabuses and Short Course syllabuses

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 digital literacy.

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.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five scaled 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

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

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

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

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

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

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:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

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

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

Vocational Education Programs

Course overview

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

Assessment

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

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To the student…..

ATTENDANCE AND ASSESSMENT:

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

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

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

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

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

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

OPTIONS AFTER YEAR 10

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

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

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

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

RETURNING TO SCHOOL:

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

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

CONSIDERATIONS:

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

PATHWAY DAY

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

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

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

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

VET
- Certificate II in Workplace Skills (Barista)
- Certificate III in Business
- Certificate II in Financial Services
- Certificate II in Retail Services
- Certificate III in Retail
- Certificate I in Active Volunteering
- Certificate II in Active Volunteering

Language

General

Foundational Skills

VET
- Certificate II in Skills for Work & Vocational Pathways

Technologies

Applied
- Fashion
- Furnishing Skills
- Industrial Technology Skills

VET
- Certificate II in Agriculture
- Certificate II in Automotive Vocational Preparation
- Certifcate II in Horticulture
- Certificate II in Cookery
- Certificate II in Hospitality
- Certificate II in Applied Digital Technology
- Certificate III in Information Technology

Health and Physical Education

General
- Health
- Physical Education

Applied
- Early Childhood Studies
- Sport & Recreation

VET
- Certificate II in Outdoor Recreation
- Certificate III In Fitness (external RTO)

Science

General
- Biology
- Chemistry
- Physics
- Psychology

Applied
- Aquatic Practices
- Science in Practice

The Arts

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

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

VET
- Certificate II in Retail Cosmetics
- Certificate III in Visual Arts

English

General senior subject

General

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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

Structure

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

Assessment

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): • Extended response — Spoken Persuasive Response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — Written response for a public audience	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Essential English

Applied senior subject

Applied

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Structure

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

Assessment

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): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

Literacy
Short Course

Short Course

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. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn 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 texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

A course of study in Literacy 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 literacy used by various professional and industry groups.

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and Assessment

Topic 1: Personal identity	Topic 2: The work environmnet
Task 1 · Reading Comprehension Exam — written (Internal assessment C) Task 2 · Interacting in a wider community - Newletter (Internal assessment A).	Task 3 ·Spoken or Multimodal response (Internal assessment B)

General Mathematics

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions

solve mathematical problems.

Structure

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

Assessment

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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Summative external assessment (EA): 50% • Examination – combination response			

Mathematical Methods

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century..

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

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

Assessment

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

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

Summative assessments

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

Specialist Mathematics

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

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

For the first two units studied (i.e. Unit 1 and Unit 2 in odd years; Unit 3 and Unit 4 in even years)

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

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

Essential Mathematics

Applied senior subject

Applied

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion •	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and compound interest • 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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination – short response

Numeracy
Short Course

Short Course

- Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.
- Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.
- Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving 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:
- · identify and interpret mathematical information
- · use and apply mathematical knowledge
- · communicate and represent mathematical knowledge
- .

Structure and assessment

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

Topic 1: Personal identity and community	Topic 2: Workplace and employment
• One assessment consisting of: • · A project, or • · An examination.	• One assessment consisting of: • · A project, or • · An examination.

Business

General senior subject

General

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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 situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose

. .

Structure

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

Assessment

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

Geography

General senior subject

General

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life.

Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

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.

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:

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Structure

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

Assessment

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

Modern History

General senior subject

General

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • 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** • Empowerment of First Nations Australians since 1938 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 – 1930s • Independence movement in Algeria, 1945–1962	**National experiences in the modern world** • Australia since 1901 • United Kingdom since 1902 • France, 1799–1815 • New Zealand since 1841 • Germany since 1914 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan since 1931 • China sicne 1931 • Indonesia since 1942 • India since 1947 • Israel since 1917	**International experiences in the modern world** • 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 and its aftermath, 1945–2014
• Boxer Rebellion and its aftermath, 1900–1911 • Russian Revolution, 1905–1920s • Xinhai Revolution and its aftermath, 1911–1916 • Iranian Revolution and its aftermath, 1977–1980s • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement since 1954 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea since 1948	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since the 1950s • 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): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Fashion

Applied senior subject

Applied

Technologies have been 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. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Structure

Fashion is a four-unit course of study.

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Slow fashion
Unit option C	Collections
Unit option F	Adornment

Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	**Fashion product** Product: fashion garment/s **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	**Unit-specific product** Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Furnishing 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.

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.

Unit option	Unit title
Unit option A	Practical – Deck Chair Project – Hall Table
Unit option B	Practical – Bedside Table Project – Dart Board
Unit option C	Practical – Jewellery Box Project – Mantle Clock
Unit option F	Practical - Tiled Table Project - Upholstered Stool

Assessment

For Furnishing Skills, assessments for each unit consists of four instruments, including:

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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
• Industry practices • Production processes	Building and construction	• Concreting • Carpentry • Tiling • Landscaping
	Engineering	• 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
Project Practical demonstration	Available in the selected industrial sector syllabus. Unit B: Engineering Welding and Fabrication of metal • Fire Brazier / BBQ plate Unit D: Construction in the domestic building industry • Timber frame / Domestic Building Construction Unit A: Fitting and machining • Gear Stick / Planishing Hammer Unit A: Site preparation and foundations • Site prep and layout / Concrete slab pour
Response requirements	**Practical Demostration** - A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media **Project Demonstration -** A response to a single task, situation and/or scenario. Project: 1 product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Project - A response to a single task, situation and/or scenario. Project: 1 product manufactured using the skills and procedures in 5–7 production processes

Health

General senior subject

General

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety.

The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- Recognise and describe information about health-related topics and issues.
- Comprehend and use the Health inquiry model.
- Analyse and interpret information to draw conclusions about health-related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Investigate and synthesise information to develop action strategies.
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
- Organise information for particular purposes.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource Subject matter - - Define and understand resilience as a personal health resource - Plan for action in a personal health context - Evaluate and reflect on action in a personal health context	• Peers and family as resources for healthy living • Electives may be – – Alcohol and other drugs – Body image	• Community as a resource for healthy living Electives • homelessness, • anxiety • transport safety (TBC)	• Respectful relations in the post-schooling transition

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): • Action Research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination – extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Physical Education

General senior subject

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Early Childhood Studies

Applied senior subject

Applied

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 A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	**Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	**Play-based learning activity** Implementation of activity: up to 5 minutes **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Sport & Recreation

Applied senior subject

Applied

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

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

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

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

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

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

Pathways

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

Objectives

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

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

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

Sport & Recreation is a four-unit course of study. The four units following have been selected by Loganlea State High School.

Unit option	Unit title
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management

Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

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.

Biology aims to develop students':

1 sense of wonder and curiosity about life

2 respect for all living things and the environment

3 understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change

4 understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics

5 appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts

6 ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence

7 ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge

8 ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis – thermoregulation and osmoregulation • Infectious disease and epidermiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

9 interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world

10 understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties

11 understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products

12 appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

13 expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence

14 ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions

15 ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

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

Assessment

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

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

Summative assessments

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<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Physics

General senior subject

General

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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.

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.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

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 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
Physics of motion • Linear motion and force • Gravity and motion	**Einsteins famous equation** • Special relativity • Ionising radiation and nuclear reactions • The Standard Model	**The transfer and use of energy** • Heating processes • Waves • Electrical circuits	**Electromagnetism and quantum theory** • Electromagnetism • Quantum theory

Assessment

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.

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 internalassessment 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%)	

Psychology
General senior subject

General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

Aquatic Practices

Applied senior subject

Applied

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

Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities.

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

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

Pathways

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

Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

The Aquatic Practices course is designed around:

16 the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study.

Unit of study	Modules
Unit 1 – Aquatic ecosystems	• Module 1 – Practical Project: Mangroves at Jacobs Well • Module 2 – Investigation: Reef conservation in Moreton Bay
Unit 2 – Aquariums and aquaculture	• Module 1 – Investigation: Aquaponics and Aquariums. • Module 2 – Practical Project: Growing red claw
Unit 3 – Recreational and Commercial Fishing	• Module 1 – Investigation: Sustainable recreational fishing. • Module 2 – Project: Ocean to plate
Unit 4 – Using the Aquatic Environment	• Module 1 – Practical Project: Snorkelling dive brief • Module 2 – Investigation: Impact of recreational use in aquatic environments.

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.

Practical Project	Applied Investigation
Students use practical skills to complete a project in response to a scenario.	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words.

Additional

Certificate II in Outdoor Recreation with a Scuba course SIS20419.

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

Science in Practice

Applied senior subject

Applied

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

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

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 ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Science in Practice is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

☑ Unit of study	☑ Core topics
• Unit 1 – Consumer Science	Students develop an understanding of the role and impact of biology and chemistry in the development, use and disposal of products.
• Unit 2 – Ecology	Students examine the ecology of a selected species or group of organisms and their interactions with their environments.
• Unit 3 – Forensic Science	Students explore scientific processes used in the field of forensic science and execute relevant procedures, such as fingerprinting, casting and blood typing.
• Unit 4 - Sustainability	Students explore the concepts of energy and resources consumption and sustainability. Students demonstrate an understanding of renewable and non-renewable resources, energy efficiency and the four dimensions of sustainability.

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:

17 no more than two assessment instruments from any one technique.

Practical Project	Applied Investigation
Students use practical skills to complete a project in response to a scenario.	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words.

Dance

General senior subject

General

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will 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 will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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, cultural institutions, administration and management, health, communications, education, public relations, research, 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 dance skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – 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? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – 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%

Drama

General senior subject

General

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Film, Television & New Media

General senior subject

General

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will 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.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

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

Assessment

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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Music

General senior subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

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

Structure

NOTE: Music Alternative sequence - units 1 and 2 are delivered in odd years, units 3 and 4 are delivered in even years

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

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

Visual Art

General senior subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Summative assessments

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

Dance in Practice

Applied senior subject

Applied

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

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities.

Where possible, students interact with practising performers, choreographers and dance-related artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

Pathways

There are many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

- Use dance practices
- Plan dance works
- Communicate ideas
- Evaluate dance works.

Structure

Dance 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	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

Assessment

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

Technique	Description	Response requirements
Project	**Choreography** Students plan, choreograph and evaluate a dance within a set genre and/or style. **Performance** Students perform a teacher- or guest-devised dance within a set genre and/or style. They plan and evaluate an adaptation of the teacher or guest choreography.	Choreography of dance Choreography (live or recorded): up to 4 minutes Planning and evaluation of choreography One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent Performance of dance Performance (live or recorded): up to 4 minutes Planning and evaluation of choreography One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform a teacher- or student-devised dance within a set genre and/or style.	Performance of dance Performance (live or recorded): up to 4 minutes

Drama in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Media Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks.

Structure

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	Personal Viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork.	**Design product** • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (Assessment A2). • Design product must use pre-production conventions to communicate ideas. **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media Artworks	Students make a media artwork to express a personal viewpoint by implementing the design from the Project task.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Music in Practice

Applied senior subject

Applied

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

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

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

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students plan, compose/perform and evaluate music	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work **Performance** Performance (live or recorded): up to 4 minutes **Planning and evaluation of composition/performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform music that has a connection to a set intent.	**Performance** Performance (live or recorded): up to 4 minutes
Composition	Students make an original composition that reflects a set intent.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work

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 partciipation 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 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. **A positive Blue Card is required when working with people under 18 years of age.**

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.

Objectives

Through partciipation 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 II in Active Volunteering may be started at the beginning of Year 10, 11 or 12 and will take 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**. A positive Blue Card is required when working with people under 18 years of age.**

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

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.

BSB20120- Certificate II in Workplace Skills (Barista)

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 and Hospitality Services roles who carry out a range of routine procedural, administrative or operational tasks requiring front of house skills and business skills. They apply a broad range of competencies using some discretion, judgment, practical elements and relevant theoretical knowledge. They may provide technical advice and support to a team.

Pathways

The Certificate II in Workplace Skills with Barista skillset provides students with a solid foundation in business and hospitality, equipping them with practical skills that are highly valued across a variety of industries. This course can lead to traineeships and employment opportunities in a wide range of roles which exist in diverse workplace environments. The addition of a Barista skillset broadens students' employability within the hospitality industry. It prepares them for customer-facing roles in cafés, restaurants, hotels, and other hospitality venues, where service, communication, and attention to detail are key. The combination of business and barista training enables students to thrive in front-of-house roles and develop a strong understanding of both administrative and hospitality operations. Pathways from this course include further training through TAFE and other registered training organisations, with opportunities to pursue Certificate III, IV, and Diploma qualifications in business, administration, and hospitality..

Objectives

This business course, with the added Barista skillset, will equip you for a variety of roles across a wide range of workplace environments. You will develop the skills to work productively in a team, support and work inclusively with colleagues, communicate effectively in the workplace, write professional documents, create engaging presentations, complete projects, organise schedules, and manage resources and customers. The Barista component also provides hands-on experience in customer service, food and beverage preparation, and working efficiently in fast-paced hospitality settings such as cafés and restaurants—further expanding your employability across both business and hospitality industries.

Structure

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

Competencies	
Core units: BSBCMM211 Apply communication skills BSBOPS201 Work effectively in business environments BSBPEF202 Plan and apply time management BSBSUS211 Participate in sustainable work practices BSBWHS211 Contribute to the health and safety of self and others	**Elective Group A:** BSBCRT201 Develop and apply thinking and problem solving skills **Elective Group B:** BSBTEC101 Operate digital devices BSBTEC201 Use business software applications **Non-Listed Elective Group:** SITHFAB025 - Prepare and serve espresso coffee SITXFSA005 Use hygienic practices for food safety

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 and Hospitality field.

BSB30120 Certificate III in Business

Vocational Education Subject

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

VET

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

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

Pathways

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

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

Objectives

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

Structure

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

Competencies	
Core units: 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.

FNS20120 Certificate II in Financial Services

Vocational Education Subject

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

VET

This qualification introduces students to the financial services industry and develops financial literacy skills required for everyday life and future employment. Students learn how financial systems operate and how financial decisions affect individuals and businesses.
Students develop knowledge and skills in budgeting, consumer credit, taxation, superannuation and workplace communication. Learning activities simulate workplace practices and use industry-relevant technology and software.
Students will explore how financial services influence personal financial wellbeing and develop confidence to make informed financial decisions.

Pathways

A certificate course of study in Financial Services can lead to further study and employment opportunities in areas including banking, insurance, administration, bookkeeping support and finance services.

Students may work across environments such as banking organisations, insurance companies, accounting firms, government agencies and customer service roles.

Objectives

This course will equip students with skills to:

- Develop and manage personal budgets
- Understand debt, credit and financial risk
- Interpret financial information
- Use business software and spreadsheets
- Communicate financial information clearly
- Understand taxation and superannuation systems

Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 2 semesters to complete. Students complete 8 units of competency consisting of 4 core and 4 elective units.

Competencies	
Core units: BSBCMM211 – Apply communication skills BSBTEC201 – Use business software applications BSBWHS211 – Contribute to health and safety of self and others FNSINC311 – Work together in the financial services industry	**Elective Units:** FNSFLT211 – Develop and use a personal budget FNSFLT213 – Develop knowledge of debt and consumer credit FNSFLT214 – Develop knowledge of superannuation FNSFLT216 – Develop knowledge of taxation

Assessment

Assessment in this course is competency based. Students demonstrate skills and knowledge through practical tasks such as budgeting projects, financial research tasks, spreadsheet activities and workplace-style projects completed in a simulated office environment.

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:** SIRRMER001 - Produce visual merchandise displays SIRXIND002 - Organise & maintain the store environment SIRXIND004 – Plan a career in the retail industry **Imported Electives:** FSKLRG006 – Participate in work placement SIRXSLS001 – Sell to the retail customer

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
- Knowledge Check Quizzes
- Work Placement in Industry

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

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.

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

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*

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

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 FSKWTG008 – Complete routine workplace formatted texts FSKWTG009 – 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

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 (4) Elective (12)	
Core units: AHCWHS202 - Participate in work health and safety processes AHCWRK212 - Work effectively in the industry AHCWRK211 - Participate in environmentally sustainable work practices AHCWRK213 – Participate in workplace communications **Elective Group A:** AHCCHM201 - Apply chemicals under supervision AHCINF205 - Carry out basic electric fencing operations AHCINF206 - Install, maintain and repair farm fencing AHCINF207 - Maintain properties and structures AHCLSK223 - Carry out regular livestock observation	**Elective Group A cont:** AHCLSK224 - Handle livestock using basic techniques AHCLSK225 - Identify and mark livestock AHCLSK227 - Monitor water supplies AHCLSK228 - Muster and move livestock AHCLSK229 - Provide feed for livestock AHCWRK210 - Observe and report on weather AHCWRK215 – Collect and record production data

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.

AHC20422 Certificate II in Horticulture

Vocational Education Subject

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

The course enables students to participate in studies with a horticulture focus and achieve vocational outcomes. It is an activity-based subject where students learn by doing, develop a commitment to sustainability and healthy environmental practices, 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 Horticulture can establish a basis for further education and employment in a range of fields such as: Horticultural assisitant, grounds maintenance, landscaping, greenkeeping, horticulture retail, nursery or garden labourer.

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.

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.

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 AHCPDG209 - Prune shrubs and small trees AHCPGD210 – Transplant shrubs and small trees AHCNSY205 – Pot up plants AHCNSY207 – Undertake propagation activities AHCWRK210 - Observe and report on weather AHCLSC210 – 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.

AUR20720 Certificate II in Automotive Vocational Preparation

Vocational Education Subject

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

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

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

Objectives

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

Structure

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

Competencies	
Core units: AURAEA002 - Follow environmental and sustainability best practice in an automotive workplace AURAFA103 - Communicate effectively in an automotive workplace AURAFA104 - 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.

SIT20421 Certificate II in Cookery

Vocational Education Subject

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

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 a minimum of 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
SITXWHS005 Participate in safe work practices SITXFSA005 Use hygienic practices for food safety SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC034 Work effectively in a commercial kitchen SITHKOP009 Clean kitchen premises and equipment SITHCCC023 Use food preparation equipment SITXINV006 Receive, store and maintain stock	**Elective Group A:** SITXFSA006 Participate in safe food handling procedures SITHCCC024 Prepare and present simple dishes SITHCCC028 Prepare appetisers and salads SITHCCC025 Prepare and present sandwiches **Elective Group D:** SITXCOM007 Show social and cultural sensitivity SITXCCS011 Interact with customers

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.

SIT20322 Certificate II in Hospitality

Vocational Education Subject

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

The Hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This certificate course provides students with a wide range of interpersonal skills with a general application in personal and working life 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
SITXWHS005 Participate in safe work practices SITHIND006 Source and use information on the hospitality industry SITHIND007 Use hospitality skills effectively SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity BSBTWK201 Work effectively with others	**Elective Group A:** SITXFSA005 Use hygienic practices for food safety **Elective Group B:** SITHFAB024 Prepare & Serve Non-Alcoholic Beverages SITXFIN007 Process financial transactions BSBCMM211 Apply communication skills BSBTEC201 Use business software application TLIE0009 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.

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 office support. This qualification provides foundation digital literacy skills to support a wide range of varying industry occupations.
Pathways include ICT30120 Certificate III in Information Technology, or a range of other Certificate III qualifications.

Objectives

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

Structure

This course may be started at the beginning of year 10, 11 or 12 and will take a minimum of 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.

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

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 the Certificate II in Applied Digital 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:** CUADIG301 - 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.

SIS30321 Certificate III in Fitness

Vocational Education Subject (External RTO)

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

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

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: $365.00 2 year course - First Aid and CPR Certificate will cost an additional $30.00.

Topics and Programs			
TERM 1 - TOPICS › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs **PROGRAMS** › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions	**TERM 2- TOPICS** › Introduction to Community Programs › Introduction to Conditioning Programs **PROGRAMS** › Community SFR Program: Assist with Delivering Community SFR Sessions › Conditioning Program: Partcipate in Conditioning Sessions	**TERM 3 TOPICS** › Working in the SFR Industry › Providing Quality Service in the SFR Industry **PROGRAMS** › Group Conditioning Program: Plan and Deliver Group Conditioning Sessions › One-on-one Cardio Program: Plan and Deliver a Cardio Program	**TERM 4 TOPICS** › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid **PROGRAMS** › Recreational Group Exercise Program
TERM 5 - TOPICS › Anatomy and Physiology › Health and Nutrition Consultations **PROGRAMS** › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients)	**TERM 6 TOPICS** › Screening and Health Assessments › Specific Population Clients › Older Clients **PROGRAMS** › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions	**TERM 7 TOPICS** › Older Clients › Specific Populations **PROGRAMS** Group Exercise and Gym-based One-on-One Sessions: › Female and Male Adults aged 18+; and › Older adults aged 55+	

Competencies - Students MUST complete 16 Units of Competency	
HLTAID011 Provide First Aid HLTWHS001 Participate in workplace health and safety SISXEMR001 Respond to emergency situations SISXIND001 Work effectively in sport, fitness and recreation environments SISXIND002 Maintain sport, fitness and recreation industry knowledge BSBSUS211 Participate in sustainable work practices SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise.	BSBOPS304 Deliver and monitor a service to customers BSBPEF301 Organise personal work priorities SISFFIT035 Plan group exercise sessions SISFFIT036 Instruct group exercise sessions SISFFIT032 Complete pre-exercise screening and service orientation SISFFIT033 Complete client fitness assessments SISFFIT052 Provide healthy eating information SISFFIT040 Develop and instruct gym-based exercise programs for individual Clients.

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

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

Structure

The Certificate II in Outdoor Recreation is offered in two different delivery modes, whith 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..

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 (per 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:** SISCAQU020 – Perform Basic water rescues SISOBWG001 – Bushwalk in tracked environments SISOCNE001 – Paddle a craft using fundamental skills SISOFLD006 – Navigate in tracked environments SISOFSH001 – Locate, attract and catch fish **Group B:** SISXEMR003 - Respond to emergency situations SISXFAC006 – 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 $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:** SISCAQU020 – Perform Basic water rescues SISOBWG001 – Bushwalk in tracked environments SISOCNE001 – 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.

** By invitation only

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		✓	✓

SHB20121 Certificate II in Retail Cosmetics

Vocational Education Subject

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

VET

This qualification reflects the role of retail sales personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. They follow known routines and procedures, and work under direct supervision. This qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.
This is a practical based subject which will see students develop their knowledge of the Hair and Beauty industry through engaging with Industry professionals. Students will learn Make up Application, Retail and Sales processes, Tanning and Ear Piercing processes and Product knowledge. 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 their own work.

Pathways

Possible job titles relevant to this qualification include: Hair dressing, Beauty Therapist, Make Up Artist, Sales Assistant and Fashion Stylist.

Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to the Hair and Beauty sector focusing on learning the Make up Application, Retail and Sales processes, Tanning and Ear-Piercing processes, social media promotion and Product knowledge. They will have also established a basis for further education within the Hair and Beauty sector.

Structure

This course may be started at the beginning of year, 10, 11 or 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.

This subject has a fee of $ 150.00 to cover the cost of: 1 set Make up Brushes; shirt for the program. Please note that this fee and SRS fees will need to be paid for students to participate in the program.

Core topics	Elective Topics
SHBBCCS004 Demonstrate retail skin care products SHBBCCS005 Advise on beauty products and services SHBBMUP009 Design and apply make-up SHBXCCS007 Conduct salon financial transactions SHBXIND003 Comply with organisational requirements within a personal services environment SHBXIND005 Communicate as part of a salon team SHBXWHS003 Apply safe hygiene, health and work practices SIRXIND003 Organise personal work requirements SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms	**Group A:** SHBBINF002 Maintain infection control standards **Group B:** SHBBRES003 Research and apply beauty industry information SHBBSKS006 Pierce ear lobes SIRRINV001 Receive and handle retail stock **Imported Elective:** SHBBMUP010 – Design and apply make-up for photography. SHBBBOS007 - Apply cosmetic tanning products

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

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

VET

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

Pathways

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

Objectives

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

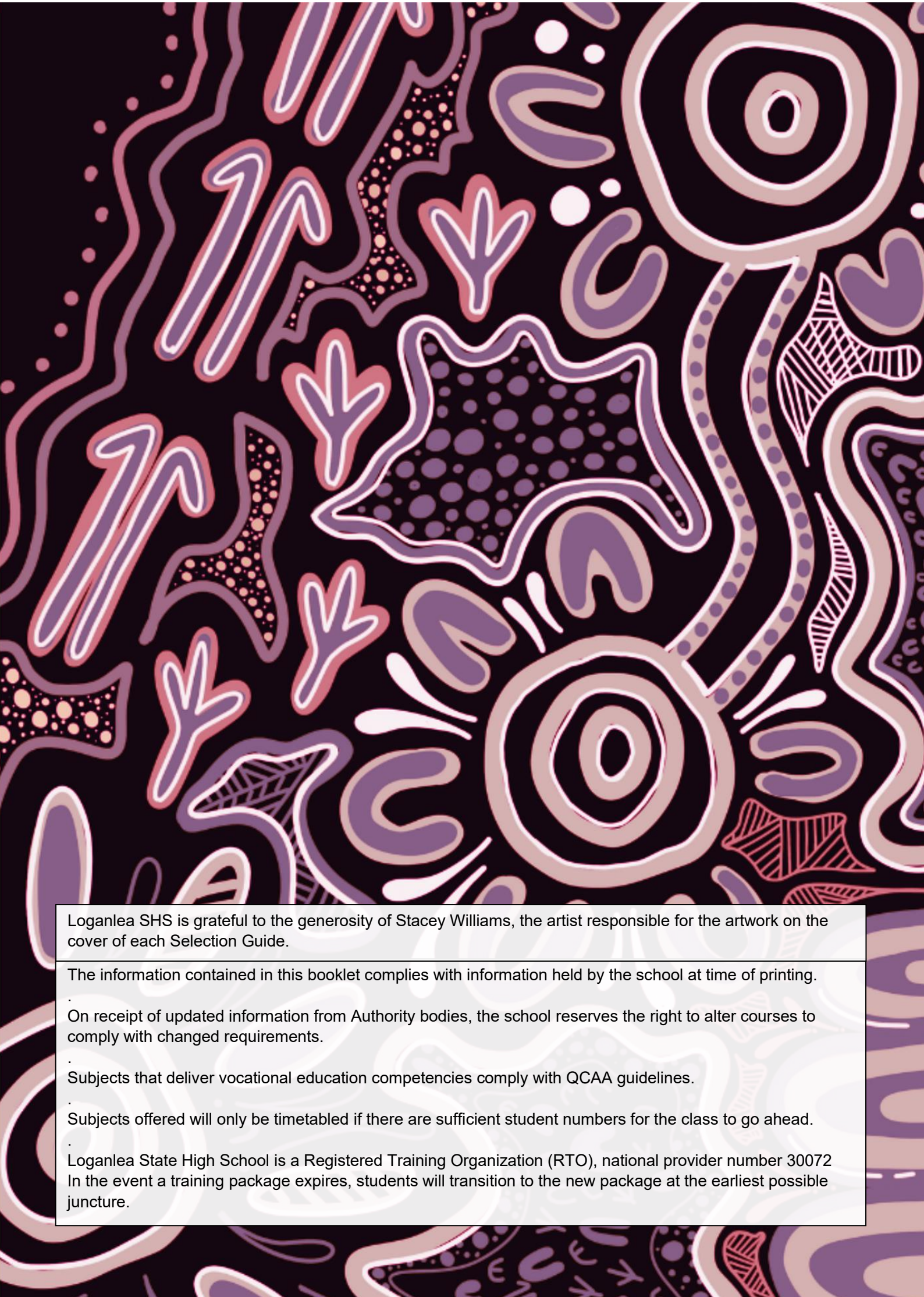
Structure

This course may be started at the beginning of year 10, 11 or 12 and will take up to 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 CUAACD311 -Produce drawings to communicate ideas CUAPPR311 -Produce creative work CUARES301 -Apply knowledge of history and theory to own arts practice	**Group A:** CUADES301 -Explore the use of colour CUADRA311 -Produce drawings CUAPAI311 -Produce paintings CUAPPR312 -Document the creative work progress CUAPPR314 -Participate in collaborative creative projects CUAPRI312 -Produce prints CUASCU311 -Produce sculpture **Imported Elective:** 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.



Loganlea SHS is grateful to the generosity of Stacey Williams, the artist responsible for the artwork on the cover of each Selection Guide.

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

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

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Subjects that deliver vocational education competencies comply with QCAA guidelines.

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

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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.