

2024-2025 Edition



# Year 11-12 Curriculum Handbook

Clairvaux MacKillop College



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# CLAIRVAUX MACKILLOP COLLEGE

## Principal's Message



Senior Schooling is both an exciting and challenging period for our learners. It is a time when our young people are required participate actively in learning processes and diligently apply themselves to their home study and assessment work. It is a time when they need to pursue excellence, to perform their best. They are required to self-direct, to plan appropriately and to access the very rich resources available to them within this College.

Our learners do this with the great support their teachers, Curriculum Leaders, Program Leaders and Pastoral Leaders. They need to be organised and to seek assistance when they become stuck. They need to plan their down time as much as their study time and balance other distractions like technology, social media and part time work. They need to remain connected and engaged in the full life of the college.

We aim that each of our young people are able to take their next step at the completion of Year 12, whatever that may be; further study, a trade or work. The Senior Education and Training (SET) Plan process is one that aims to ensure that our learners are in the most appropriate pathway to enable a successful post school transition. Clairvaux MacKillop College is well known for its excellent learning and teaching, supported by clear policies, processes and procedures for our students.

Senior Schooling can be complex. We hope to clarify this complexity for you as your young person makes these very important decisions. It is lovely to be able to walk with you during these processes as we move into these final two years of schooling.

Wayne Chapman  
**Principal**



## School Mission

Our Mission is to work actively as a Catholic, Christian, inclusive learning community.

## History and Context

Clairvaux MacKillop College is a co-educational Catholic Secondary College that seeks to develop a unique identity of faith, hope and love, based on the vision and person of Jesus Christ.

For over 30 years, we have built a community of students and staff working together towards common goals, striving to be welcoming, open and supportive of each other.

Over the years we have built a reputation for academic excellence, of students with a balanced outlook on life who have developed self-discipline, self-motivation, responsibility and accountability.

Our vision is to continue that work. We encourage our students to be welcoming, open and supportive. We encourage them to interact with their world with justice, respect and compassion, forgiveness and patience. These characteristics attitudes and life skills will assist them to contribute positively and openly to their community.

## School Vision

Inspired by our Catholic tradition, we strive for excellence imbued by the charisms of our Founders. As witnesses to the Good News of Jesus Christ, we act with integrity and hope. Empowered by the Spirit, we embrace the future with confidence.

## School Values

**Excellence** - Accepting responsibility for quality Learning and Teaching is a shared expectation.

**Integrity** - As witnesses to the Good News of Jesus Christ, we act ethically.

**Justice** – As people of faith, foster respectful relationships, as well as respect for the environment.

**Commitment** - As a community we nurture the gifts and talents of all for the common good.

**Compassion** - Advocating for and empathising in solidarity with those at the margins.

**Celebration** - As a community, honour the successes and achievements within the framework of a holistic education.

# VISION FOR LEARNING

Clairvaux MacKillop College is a community of transformation in the **SPIRIT OF THE RISEN CHRIST**. We are inspired by the visionary values of Mary MacKillop and Edmund Rice. We challenge each student to achieve their personal best in an environment which values the **RESPECT AND DIGNITY** of each person. We strive to develop **VISIONARY YOUNG PEOPLE** who embrace their changing world with confidence and hope.

## IN THE SPIRIT OF CHRIST

- A commitment to:
- Sharing a strong Catholic Identity and mission
  - Committed to the dignity of the human person
  - Integrating faith, life and culture • Living Gospel values
  - Social Justice

## CONNECTED, INCLUSIVE COMMUNITY

- A community founded on:
- Inspiring strong relationships • Stimulating lifelong learning
  - Valuing the differences and infinite possibilities in each person • Knowing that everyone is capable of learning
  - Honouring families as the first educators • United by a shared vision
  - Owning the collective responsibility for the success of students.

## VISIONARY YOUNG PEOPLE

- Learners who are:
- Creative and curious • Resilient risk takers • Seekers and creators of new knowledge and ideas
  - Hope-filled young people who enrich the world around them.

## EMBRACE OUR CHANGING WORLD

- A learning culture built upon:
- Innovation • Contemporary pedagogies • Learning together and from each other
  - A spirit of continual learning and adaptability in using digital technology to extend learning.

## ENGAGED

- Pedagogical design is innovative and enhances learning
- A culture of understanding is evidenced by teachers who know their students and how they learn • Flexible learning spaces are used intentionally • Learning environments are safe and supportive • A wide instructional range both activates and facilitates learning
  - Students are active participants in their own learning and staff collaborate to design deep learning experiences that reflect the needs and interests of students
  - Learners seek local and global connections.

## CHALLENGED

- Learners thrive in a culture where there are rigorous learning experiences
- Growth mindset, reflective practices and high standards drive the curriculum
  - Contemporary pedagogies create opportunities for collaboration, communication, critical thinking, the development of character and creativity
  - Student agency empowers young people as active citizens who shape and enrich our world
  - Students are inspired and challenged to make connections in their learning, both independently and as members of teams
  - Learning experiences are differentiated
  - In continuously critiquing, questioning and reimagining one's self and the world, there is ongoing engagement with Catholic beliefs and practices.

## PROGRESSING

- The learning community works together to improve student achievement
- Strong partnerships are visible and are built on conversation and feedback
  - A continual focus on leadership for learning builds capacity
  - Reflective practice drives challenging and achievable goals
  - Data analysis informs and enables individual progression
  - Assessment design is intentional
  - Learning progresses through feedback
  - Learners are met at point of need, supported and inspired. Progress is recognised and celebrated.

## RELATIONSHIPS AND CONNECTEDNESS

Nurturing a caring, compassionate, inclusive and connected community.

## FAITH

Celebrating a hope-filled Catholic faith which grows from reflection and leads to justice and service

## COMMITMENT AND ENGAGEMENT

Encouraging each person to commit to realising their potential and use the gifts given to them from God.



# Introduction

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The Year 11 to 12 Curriculum Handbook is a guide to planning the Senior Years education pathway. It will provide students with information regarding the next phase of Secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of all units of study offered at Clairvaux MacKillop College for students undertaking **Year 11 and 12 in 2024/2025**. Please note that subjects are offered where sufficient student numbers exist for a class.

Year 10 is the start of the Senior years phase of learning. In Year 10, students make important decisions about their Senior Secondary schooling and education, training and career goals. The College works with students and their parents/carers to develop a Senior Education and Training (SET) Plan. This process can support students to reflect on and make important decisions about:

- structuring their learning in Years 11 and 12 around their abilities, interests and ambitions
- mapping their pathway to a QCE or, if eligible, a QCIA.

Year 10 is the final year of the Australian Curriculum, which forms the foundation knowledge and skills required for senior schooling. Schools design and deliver their Year 10 program to ensure students:

- complete the P–10 Australian Curriculum recommended knowledge and skills
- receive the necessary advice, guidance and preparation to start senior studies

Schools may support students' preparation for senior studies by:

- identifying opportunities within the Year 10 Australian Curriculum to introduce concepts and skills that provide a foundation for the corresponding senior syllabus (for Years 11 and 12)
- selecting and modifying the assessment techniques and conditions from the senior syllabus to gather evidence of student learning in the corresponding Year 10 Australian Curriculum achievement standard and standards elaborations
- building understanding and skills necessary for success in the senior syllabus by identifying the underpinning factors and their alignment to the corresponding General Capabilities in the Year 10 Australian Curriculum
- addressing students' individual needs through differentiation.

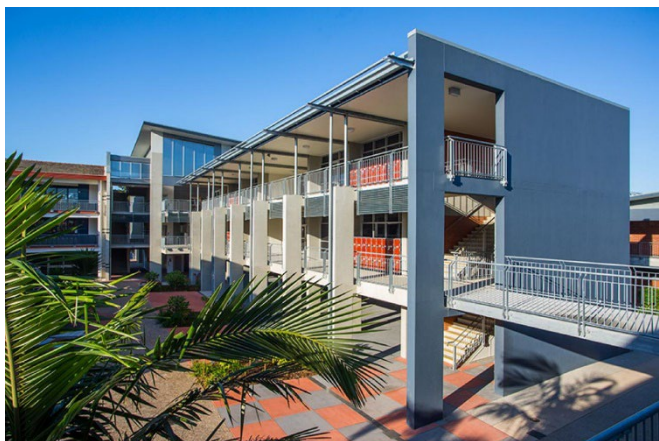


Schools also open online learning accounts for students. For more information about senior pathway planning, see: [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce).



# Senior Curriculum

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Students currently in Year 10 are about to embark on the final two years of their Secondary Education journey. It marks the end of the compulsory phase of learning and the start of the earning or learning compulsory participation phase. It will require students to make decisions about possible pathways for their future and select appropriate subjects and/or courses to ensure success in their chosen pathway.

Students are already aware that the Senior phase of learning is demanding and challenging. As students move into Year 11, we encourage them to thrive on the responsibilities and commitments that they will face and to

undertake their studies knowing that their chosen pathways will provide a springboard into their future living, learning and employment.

The Senior Curriculum involves two courses:

- Queensland Certificate of Education (QCE) – most students study this course.
- Queensland Certificate of Individual Achievement (QCIA) – eligible students are offered this course.

## Curriculum Structure

At Clairvaux MacKillop College, students in Year 11 and 12 must select a subject in the three core areas listed below:

Study of Religion	English	General Mathematics
Religion and Ethics	Literature	Mathematical Methods
	Essential English	Specialist Mathematics
		Essential Mathematics

Students will also study an additional three subjects from the wide variety offered both here at the College and with our learning partners.

## Attendance Requirements

All areas of study are subject to attendance requirements. Each subject has nominal hours per study area that must be completed in order to satisfactorily complete the area of study. The expected attendance standards are, at any given point in time, a minimum of 90% attendance (as an example, over a ten-week term, one day absent is calculated at 2% at the end of term). For a student, attendance at extra-curricular activities, sporting events, excursion and incursion opportunities, camps, senior formals, social events etc. may be impacted and restricted due to low attendance rates and / or lack of assessment submission and homework completion.

## Absence from School during the School Terms

Students are discouraged from taking un-necessary time away from learning and assessment. Learning and Assessment cannot be paused during any time away. Applications for a leave of absence can be obtained through the College Office. Students who take time off school for holidays cannot be granted Short Term AARA, or complete examinations before they leave on vacation.

## Structure of Learning in Year 11 and 12

In Year 11, both the QCE and the QCIA is not really structured around school terms – and this is a major departure from what has happened in Years 7-10.

Below is a general representation of Units 1-4 learning for Year 11, 2024 students. Exact start and finish times for learning within Units 1-2 and within Units 3-4 may differ according to the recommended hours of learning for unit topics.

Generally, Unit 1 takes place from January to May. Unit 2 takes place from May to September. All Year 11, 2024 students will commence Unit 3 at the beginning of Term 4, Year 11.

Year 11 - 2024			
Formative Assessment			Summative Assessment
Unit One		Unit Two	
Term 1	Term 2	Term 3	Unit Three / Four pair
			Term 4
Year 12 - 2025			
Summative Assessment			
Unit Three / Four pair			External Exams
Term 1	Term 2	Term 3	Term 4

In the QCE system, Units 3-4 are summative and contribute to subject exit levels of achievement and the calculation of ATAR scores for eligible students. For teachers to deliver the QCAA recommended learning hours before the date of external exams, students will commence Unit 3 learning in Term 4, Year 11.

In most subjects, Year 11 students will undertake summative assessment for Unit 3 learning in Term 4, Year 11 and these results will count towards their final exit subject achievement and ATAR calculation if applicable.

### Subject Changes

Because of the rules around the QCE, students must complete the learning and all assessment for the entire unit. Therefore, subject changes can only take place at the end of Unit 1 and Unit 2. Because Unit 3 and 4 must be completed as a pair, the final subject changes that can be made, occur at the end of Unit 2.

The College will provide advice around subject changes as there are restrictions within the QCE rules for completion of the Core. The timing for subject changes and the procedure to be followed will be communicated clearly.

### School-Based Apprenticeships, Traineeships and External Courses

The College values school-based apprenticeships, traineeships and Vocational Learning as providing a valuable pathway for the future of our students. Such opportunities allow students to gain:

- Acquisition of valuable skills (trade or vocational) at work and under the guidance of a training organisation.
- Opportunity to complete a nationally recognised qualification.
- Valuable learning progression towards a Queensland Certificate of Education.

In addition, with approval, students may complete external learning opportunities or have individual learning needs or personal circumstances which may be complicated by school learning requirements.

In Year 11 and 12, all students complete six subjects (which must include a Religion, English and Mathematics subject) – completing a TAFE-at-School course is not included in this six. Applications to complete five subjects (or fewer) will only be permitted in **exceptional circumstances**. These circumstances must be documented and will be discussed with College staff.

School-based apprenticeships, traineeships, external courses and work are generally not a reason that will permit a student to study five subjects.

In Year 12, all students will study six subjects (which must include a Religion, English and Mathematics subject).

There may be **exceptional circumstances** necessitating students to discontinue studying an elective subject. Such circumstances must be documented and will need to be discussed with College staff. Such circumstances will consider:

- Progression towards the Queensland Certificate of Education.
- Individual learning needs.
- Demonstrated willingness to work independently.
- Wellbeing and medical needs.
- Timetable requirements.
- The nature of the apprenticeship, traineeship or external learning.
- Other personal reasons.

Please be aware that Unit 3 and 4 Subjects must be studied as a pair.

It is preferable that such applications must be made before Internal Assessment 1 has been submitted by a student. Applications must be made before the due date for change of subjects and timetables have been published.



# Course 1: Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's Senior School qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. It is internationally recognised and provides evidence of Senior Schooling achievements.

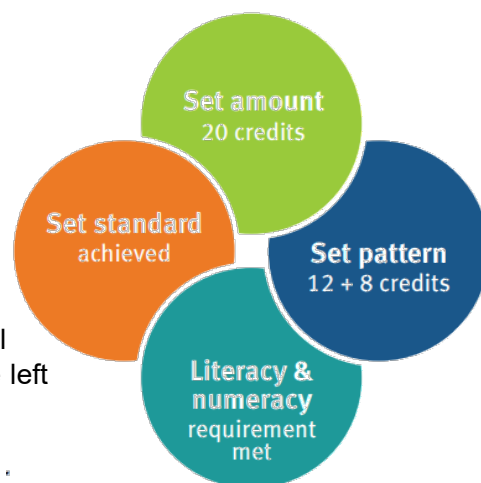
Clairvaux MacKillop College expects all QCE students completing Year 12 to attain the qualification as a minimum qualification standard. The **Queensland Certificate of Education (QCE)** qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).



Students completing Year 12 in Queensland will be issued with a Senior Education Profile. Included in this profile could be the student's **Statement of Results** which is a transcript of a student's learning account. The Statement of Results shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE, as well as a **Queensland Certificate of Education (QCE)**.

## About the QCE

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



# QCE: Requirements

## Set amount

- 20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
  - vocational education and training (VET) qualifications
  - non-Queensland studies
  - recognised studies.

## Set pattern

- 12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
  - Preparatory (maximum 4)
  - Complementary (maximum 8).

## Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

## Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

## Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

### ● Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

### ● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> <li>• QCAA Short Course in Literacy</li> <li>• QCAA Short Course in Numeracy</li> </ul>	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

### ● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> <li>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>• QCAA Short Course in Career Education</li> </ul>	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

## QCE: Completed Core Requirement

Within the QCE set pattern requirement, students must accrue 12 credits from completed Core courses. Students must complete a Core course of study from beginning to end to contribute to the 12 credits.

Students must complete all four units of study for QCAA General or Applied subjects or all components to certificates II, III or IV for credit for the completed Core credit requirement.

In a General or Applied subject, Core credits can only contribute to the completed Core requirement if a student completes Units 1, 2, 3 and 4 and achieves a grade of C or better in the Unit 3 and 4 pair. Credit will accrue for units where the set standard is met. For example, Essential English (Core course of study) completed for all four units may contribute two, three or four QCE credits to the completed Core requirement.

In VET qualifications, credits contribute to the completed Core requirement when a student completes a Certificate II, III or IV within other VET QCE requirements. The amount of credit for each completed certificate may vary depending on the notionally agreed nominal hours of learning required (as determined by the Department of Employment, Small Business and Training).

## QCE Credit for Core Courses: General / Applied Subjects

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts.

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit each to a QCE. A grade of C or better in a Unit 3 and 4 pair will accrue two credits to a QCE. Extension subjects will accrue credit in the Core category of learning. Two credits will accrue to a QCE when the set standard of a grade of C or better is achieved in the Unit 3 and 4 pair.

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
<b>Maximum credit available</b>		4
Extension subjects	Set standard	QCE credits
Units 3 and 4	Grade of C or better	2
<b>Maximum credit available</b>		2

VET courses of study will accrue credit as results are reported, provided they meet all other QCE requirements. Certificates in the Core category of learning (II, III, IV) will accrue QCE credit at increments of 25%, 50%, 75% and completion. Certificate I qualifications are in the Preparatory category of learning and accrue credit on completion. VET courses of study in the Complementary category of learning (Diploma and Advanced Diploma qualifications) will accrue one QCE credit for each unit of competency reported as competent, up to eight credits (within VET credit rules).

Non-Queensland studies and recognised studies that are in the Core category of learning will accrue credit as determined by the QCAA.


**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

## Relaxation of Completed Core Credit

Relaxation of the completed Core requirement will be automatically applied for students who change from a QCAA Mathematics subject to another QCAA Mathematics subject, as well as students who change from a QCAA English subject to another QCAA English subject. Credits accrue for units that meet the set standard.

Students who transfer schools during senior secondary schooling (including transferring from interstate or overseas as well as intrastate) and are unable to continue the same course of study may apply to have the requirements for completed Core relaxed.

## QCE Literacy and Numeracy Requirement



The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.  
To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy	Numeracy
<ul style="list-style-type: none"><li>QCAA General or Applied English subjects</li><li>QCAA Short Course in Literacy</li><li>Senior External Examination in a QCAA English subject</li><li>FSK20113 Certificate II in Skills for Work and Vocational Pathways</li><li>International Baccalaureate examination in approved English subjects</li><li>Recognised studies listed as meeting literacy requirements</li></ul>	<ul style="list-style-type: none"><li>QCAA General or Applied Mathematics subjects</li><li>QCAA Short Course in Numeracy</li><li>Senior External Examination in a QCAA Mathematics subject</li><li>FSK20113 Certificate II in Skills for Work and Vocational Pathways</li><li>International Baccalaureate examination in approved Mathematics subjects</li><li>Recognised studies listed as meeting numeracy requirements</li></ul>

The QCE literacy and numeracy requirements meet standards outlined in the Australian Core Skills Framework (ACSF) Level 3. This national framework describes the five core skills of learning, reading, writing, oral communication and numeracy. The framework is used to describe core skills relevant to the workplace and employment, and tailor approaches to teaching and learning.

The literacy and numeracy requirements can be met through a range of options, as outlined at the following link. Students at Clairvaux MacKillop College will be set up to meet the literacy and numeracy requirements through successfully studying our English and Mathematics subjects:

- Essential English (applied)
- English (general)
- Literature (general)
- Essential Mathematics (applied)
- General Mathematics (general)
- Mathematical Methods (general)
- Specialist Mathematics (general)

Students' progress towards their QCE will be monitored continuously throughout the Year 11 and 12 journey. Academic interventions will occur to manager students' successful completion of their QCE. Alternate options or pathways will be investigated in certain circumstances.

In the case where students have not met the literacy and numeracy requirements, they will be guided towards enrolment in the Short Courses in Literacy and Numeracy.

# Queensland ATAR

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. QTAC will calculate ATARs for Queensland school leavers.

## What is the ATAR?

The ATAR is the standard measure of overall school achievement used Australian wide. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

## ATAR eligibility

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

## ATAR Calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

*Please note: While students may study both Applied (Essential) and General subjects from the same learning area, only one may contribute to ATAR calculations. E.g. If a student studies Visual Art in Practice (Applied) and Visual Art (General) only one may contribute to ATAR calculations.*

## Inter-Subject Scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. If a student of a given ability studies an easier Maths subject, they might achieve 90/100. But if the same student studied a more difficult Maths subject, they might achieve 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are easier subjects to obtain the best five subject results to comprise their ATAR. Inter-subject scaling will not enhance or diminish a student's performance in their subjects. A student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only to include these in the calculation of a student's ATAR. Students should choose subjects that:

- they enjoy and they will achieve good results
- that they need for tertiary study and work pathways

## Vocational Education and Training (VET) and the ATAR

Each VET qualification level (Certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III. It is expected that the scaled score for a completed VET Diploma will be higher than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III.

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**



# Tertiary Entrance

## Queensland Tertiary Admissions Centre (QTAC)

Most school leavers wishing to enter further study apply for university or TAFE entrance through QTAC. Most students receive an offer through QTAC. Applications are made online, and generally open in early August. Several courses also have additional entry requirements, such as sitting the UMAT (Medicine), an audition (Performing Arts) or submitting a portfolio (Visual or Fine Arts). Further information about entrance requirements and course prerequisites can be found on the QTAC website.

The School will run a QTAC presentation night midway through the year to provide up to date information for Year 12 students (if permitted).



# Pathways

## Tertiary Studies Pathway 1 - ATAR Eligible (6 subjects)

<b>Suitability</b>	For students who wish to gain entry to university via an ATAR (Australian Tertiary Admission Rank)
<b>Eligibility &amp; conditions</b>	<p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>Students who wish to study 6 General subjects should have demonstrated an average of B standard and above (B to A) across their Semester 1, Year 10 subjects. e.g. B, B, A, B, A, A</li> <li>Students who demonstrate an average of between a C standard and a B standard (C to B) across their Year 10 subjects are advised not to select 6 General subjects in Year 11. Depending on their Yr 10 subject result average, students in this category should select 4 or 5 General subjects with the addition of Applied and/or VET subjects.</li> <li>Students who have demonstrated below an average of C standard (C to D) across their Semester 1, Year 10 subjects should not take an ATAR pathway. Students in this category are advised to take a Vocational 6 or 5 pathway to ensure success in their senior years. Students may work with the Academic Pathways Leader to explore alternative pathways to university or other tertiary studies in these cases.</li> </ol> <p><b>Requirements</b></p> <ol style="list-style-type: none"> <li>Must select 6 subjects. Either             <ul style="list-style-type: none"> <li>○ 6 General subjects</li> <li>○ 5 General subjects, 1 Applied subject or 1 VET subject</li> <li>○ 4 General subjects and a combination of Applied and VET subjects</li> </ul> </li> </ol> <p style="text-align: center;"><i>Students on this pathway may not undertake an Apprenticeship/Traineeship or TAFE at School.</i></p> <ol style="list-style-type: none"> <li>A minimum of 3 core subjects must be completed from Unit 1 to Unit 4 with the unit 3-4 at a sound achievement. VET subjects also count as core subjects.</li> <li>Must select a Mathematics, Religion and General English subject. May select both General English and Literature.</li> <li>May select Essential Mathematics but not together with General Mathematics, Mathematical Methods, or Specialist Mathematics. Must check tertiary prerequisites.</li> <li>An ATAR is a student's position in a state-wide ranking system that places Year 12 students in order of merit for the purposes of tertiary entrance only.</li> <li>Must pass General English or Literature at sound achievement to be awarded an ATAR. English subject results may or may not be included in the calculation of a student's ATAR.</li> <li>An ATAR is awarded on the basis on assessment results from a student's best 5 General subjects in Units 3 &amp; 4, or in a combination of four General subject results plus an Applied subject result/Certificate III, IV or Diploma qualification.</li> <li>Students in this pathway cannot undertake external work or study during regular school hours without approval from the Assistant Principal – Learning and Teaching (Senior).</li> <li>Students wishing to study Music Extension in Year 11, Term 4 (Units 3-4), must select 11 Music and 11 Music in Practice, or select 11 Music and exit an elective subject from Unit 3 onwards.</li> <li>Elective subject choices are listed in strict order of preference.</li> </ol>
<b>Subject selection</b>	<p>Must have achieved minimum C standard for Year 10 English. Must have met minimum result for Year 10 Semester One for General subjects.</p>

## Vocational Pathway 1 (6 subjects)

### No ATAR

#### Combination of Applied, VET and General Subjects

<b>Suitability</b>	For students who wish to enter the workforce or post-secondary training eg TAFE, apprenticeships etc.
<b>Eligibility &amp; conditions</b>	<ol style="list-style-type: none"> <li>1. Must select 6 subjects</li> <li>2. A minimum of 3 core subjects must be completed from Unit 1 to Unit 4 with the unit 3-4 at a sound achievement. VET subjects also count as core subjects.</li> <li>3. May select up to 3 General subjects if Year 10 expected minimum results have been met.</li> <li>4. Must select a Mathematics, Religion and General English subject</li> <li>5. May select Essential Mathematics but not together with Mathematical Methods, General Mathematics or Specialist Mathematics.</li> <li>6. May select Essential English but not together with General English or Literature</li> <li>7. May select both General English and Literature</li> <li>8. May select a Certificate course.</li> <li>9. Elective subject choices are listed in strict order of preference.</li> </ol>
<b>Subject selection</b>	Must have met minimum expected results for Year 10 Semester One for General subjects.

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

## Vocational Pathway 2 (6 subjects)

### No ATAR

#### Combination of school based subjects and TAFE/Apprenticeship/Traineeships

<b>Suitability</b>	For students who wish to enter the workforce or post-secondary training.
<b>Eligibility &amp; conditions</b>	<ol style="list-style-type: none"> <li>1. Must have approval from the Program Leader – Pathways</li> <li>2. Must have TAFE/traineeship/apprenticeship organised prior end of Year 10</li> <li>3. Must select 6 subjects (TAFE at School is not included in this six).</li> <li>4. May select up to 2 General subjects if Year 10 expected minimum results have been met.</li> <li>5. Must select an English, Mathematics and Religion subject</li> <li>6. A minimum of 3 core subjects must be completed from Unit 1 to Unit 4 with the Unit 3-4 at a sound achievement. VET subjects also count as core subjects.</li> <li>7. Must maintain enrolment with external learning provider</li> <li>8. Elective subject choices are listed in strict order of preference.</li> </ol>
<b>Subject selection</b>	Must have met minimum results for Year 10 Semester One for General subjects.

# Diploma and Advanced Diploma Qualifications and QCE Credit

Diploma and Advanced Diploma qualifications represent learning that complements core learning undertaken during senior secondary schooling and may provide valuable pathway options for many students. Credit to the QCE for a Diploma or Advanced Diploma may be accrued in the Complementary category of learning.

Where a student is eligible, they accrue credit for Diploma and Advanced Diploma qualifications. Some examples are provided below. Refer to the [QCE and QCIA policy and procedures handbook](#) for more information.

## Examples of QCE Credit Contribution in the Complementary Category of Learning

Student	Qualification	Percentage	Category	QCE Credit	
Student 1	One qualification from training package	Diploma of Business	100%	Complementary	8
Student 2	Two qualifications from the same training package	Certificate II in Business	100%	Core (completed Core)	4
		Diploma of Business	100%	Complementary	4
Student 3	Two qualifications from the same training package	Certificate III in Business	100%	Core (completed Core)	8
		Diploma of Business	100%	Complementary	0
Student 4	Two qualifications from the same training package	Certificate III in Business	75%	Core	6
		Diploma of Business	100%	Complementary	2
Student 5	Two qualifications from different training packages	Certificate III in Fitness	100%	Core (completed Core)	8
		Diploma of Business	100%	Complementary	8

# VET and Tertiary Entrance

Some universities use selections ranks gained from AQF certificate III, IV or higher as well as the ATAR for ranking admissions. This is a constantly changing area and institutions apply criteria and selection ranks for entry into tertiary course.

## [QTAC and university contacts and facts](#)

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

## Additional Learning Options

The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:

- undertake a school-based traineeship or apprenticeship.
- undertake a Certificate or Diploma level course offered at school as previously mentioned.
- attend TAFE to begin or complete a Certificate I – IV or Diploma course as previously mentioned.
- enroll in one or two subjects at University.
- Industry Placement – students who study one or less General are required to undertake work experience.

### School-based Certificate and Diploma Courses

Certificate II, III, IV and Diploma courses are offered directly through our faculties here are school as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education.
- Students can improve their chances of tertiary study.
- Students will not be required to travel off-site to complete the qualification, as courses are undertaken at school as a part of the regular learning program.

### VETiS Funding by the VET Investment Budget

VETiS qualifications funded by the VET Investment Budget are listed on the Queensland Training Subsidies List. These qualifications are delivered by RTOs who have been approved by the department as pre-qualified suppliers (PQS) under the Certificate 3 Guarantee. Schools, in consultation with students and their parents, can choose any PQS approved to deliver the eligible qualification.

VETiS funding is only available for one eligible Certificate I or II course. If a second Certificate VETiS-funded course is studied, additional costs will be involved.

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

### Vocational Education and Training (VET) Through TAFE

If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other provider. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond Year 12.

For further information on available Vocational Education qualifications, please see Mr Darren Smith in the Pathways Office, in the Science Building or email [smid@cvxmck.edu.au](mailto:smid@cvxmck.edu.au)

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

# Applied Subjects and VET Qualifications

Applied subjects and Certificate II level VET qualifications that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning as on the QCAA website.

[QCAA - Duplication of learning](#)

***\*\*VET courses, as well as apprenticeships, are not available to overseas students.***

## VET Qualifications

To ensure the requirements for the amount and breadth of learning for a QCE are met, limitations are placed on the amount of QCE credit that can contribute to the QCE for some VET qualifications.

Credit for the QCE is accrued when a student completes new learning. When students complete multiple VET qualifications, an RTO may transfer credit from completed units of competencies from one qualification toward completion of another qualification. New learning in VET is identified as units of competency that are recorded as competent, rather than credit transfer. Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

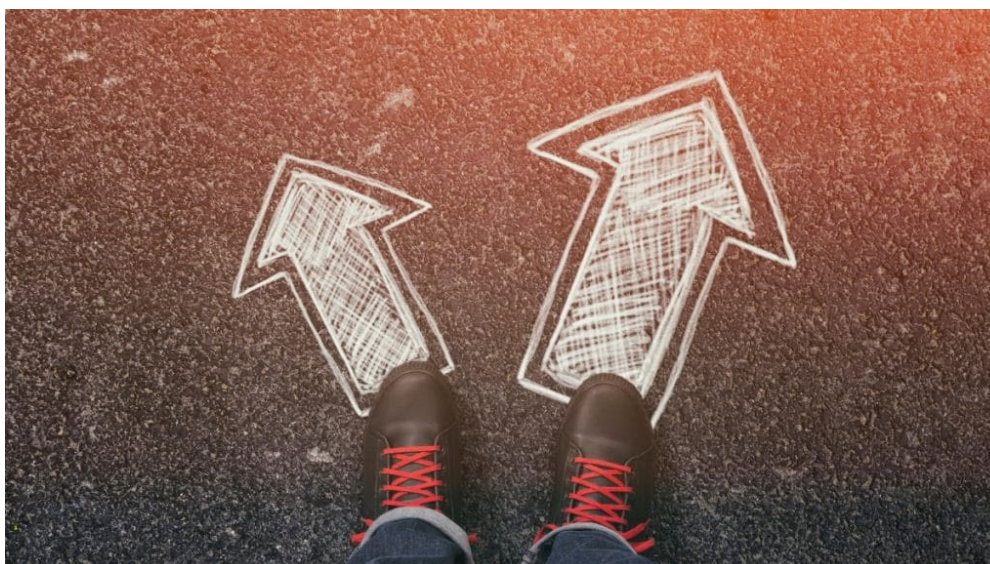
## QCE Credit and Qualifications from the same VET Training Package

When a student completes or partially completes multiple qualifications from the same VET training package, the highest level qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.

***\*\*VET courses, as well as apprenticeships, are not available to overseas students.***



# Expected Minimum Results

Clairvaux MacKillop College applies expected minimum results to Senior subjects to ensure students select courses in which they have the best chance of success. These minimum results are based upon the Achievement Standard for the Australian Curriculum. ***Students need to demonstrate at least a C standard in English to have the best chance of success in any General subject in Year 11.***

## Recommendations list

Year 11 Subject	Department	Expected Year 10 Minimum Result	Subject Type
Accounting	Humanities	✓ C in Year 10 English	General
Ancient History	Humanities	✓ C in Year 10 English	General
Biology	Science	✓ C in Year 10 English ✓ B in Year 10 Science ✓ C in Year 10 Maths Methods or B in Year 10 General Maths	General
Building and Construction Skills	ITD	✓ No minimum expected result	Applied
Business	Humanities	✓ C in Year 10 English	General
Business Studies	Humanities	✓ C in Year 10 English (Essential or General)	Applied
Certificate III Business	Humanities	✓ C in Year 10 English Recommended	VET
Certificate IV in Crime and Justice	Humanities	✓ C in Year 10 English	VET
Certificate III in Fitness *	HPE	✓ C in Year 10 English (Essential or General)	VET
Certificate III in Health Services Assistance *	HPE	✓ C in Year 10 English (Essential or General)	VET
Certificate III in Hospitality	Home Economics	✓ C in Year 10 English (Essential or General)	VET
Certificate III in Sport and Recreation	HPE	✓ C in Year 10 English (Essential or General)	VET
Chemistry	Science	✓ C in Year 10 English ✓ B in Year 10 Science ✓ C in Year 10 Maths Methods or B in Year 10 General Maths	General
Chinese	Languages	✓ C in Year 10 Chinese ✓ C in Year 10 English	General
Dance	The Arts	✓ C in Year 10 English	General
Design	ITD	✓ C in Year 10 English ✓ C in Year 10 Design Technology	General
Digital Solutions	Technology	✓ C in Year 10 English ✓ C in Year 10 General Maths or Maths Methods	General
Diploma of Business	Humanities	✓ C in Year 10 English	VET
Drama	The Arts	✓ C in Year 10 English ✓ C in Year 10 Drama (recommended)	General
Drama in Practice	The Arts	✓ No minimum expected result	Applied
Economics	Humanities	✓ C in Year 10 English	General
Engineering	ITD	✓ C in Year 10 English ✓ C in Year 10 General Maths or Maths Methods ✓ C in Year 10 Design Technology - Engineering	General
Essential English	Languages	No minimum expected result	Applied
Essential Mathematics	Mathematics	✓ No minimum expected result	Applied
Film, Television and New Media	The Arts	✓ C in Year 10 English	General

Food and Nutrition	Home Economics	✓ C in Year 10 English ✓ C in Year 10 Science	General
Furnishing Skills	ITD	✓ No minimum expected result	Applied
General English	Languages	✓ C in Year 10 English	General
General Mathematics	Languages	✓ C in Year 10 English ✓ C in Year 10 General Maths or C in Year 10 Maths Methods	General
Geography	Humanities	✓ C in Year 10 English	General
Health	HPE	✓ C in Year 10 English	General
Industrial Graphics Skills	Technology	✓ No minimum expected result	Applied
Information & Communication Technology	Technology	✓ No minimum expected result	Applied
Japanese	Languages	✓ C in Year 10 Japanese ✓ C in Year 10 English	General
Legal Studies	Humanities	✓ C in Year 10 English	General
Literature	Languages	✓ C in Year 10 English ✓ C in Year 10 English	General
Mathematical Methods	Mathematics	✓ C in Year 10 Math Methods	General
Media Arts in Practice	The Arts	✓ No minimum expected result	Applied
Modern History	Humanities	✓ C in Year 10 English	General
Music	The Arts	✓ C in Year 10 English ✓ Ability to sing or play a musical instrument to a competent level ✓ C in Year 10 Music	General
Music Extension	The Arts	✓ Year 11 and 12 Music	General
Music in Practice	The Arts	✓ No minimum expected result	Applied
Philosophy & Reason	Humanities	✓ C in Year 10 English ✓ C in Year 10 General Maths/Maths Methods	General
Physical Education	HPE	✓ C in Year 10 English ✓ C in Year 10 HPE	General
Physics	Science	✓ C in Year 10 English ✓ B in Year 10 Science ✓ C in Year 10 Maths Methods or B in Year 10 General Maths	General
Psychology	Science	✓ C in Year 10 English ✓ B in Year 10 Science ✓ C in Year 10 Maths Methods or B in Year 10 General Maths	General
Religion and Ethics	Religion	✓ No minimum expected result	Applied
Science in Practice	Science	✓ No minimum expected result	Applied
Social and Community Studies	Home Economics	✓ No minimum expected result	Applied
Specialist Mathematics **	Mathematics	✓ C in Year 10 for English ✓ B in Year 10 Math Methods	General
Study of Religion	Religion	✓ C in Year 10 English ✓ C in Year 10 Religion	General
Tourism	Humanities	✓ No minimum expected result	Applied
Visual Art	The Arts	✓ C in Year 10 English ✓ C in Year 10 Visual Art	General
Visual Art in Practice	The Arts	✓ No minimum expected result	Applied

**N.B.:**

\* These courses are VETiS-funded. Students are eligible for VETiS funding for one Certificate course only. If undertaking additional VETiS-funded courses, the listed course costs will be incurred. \*\* Students who study Specialist Mathematics must also study Mathematical Methods

This information was correct at the time of printing however requirements and class availability are subject to change over the period this document is intended to cover due to responses to Australian Curriculum, QCE and ATAR updates, teacher availability and student interest.

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**



# Subject Selection Guide by Themes

Use the following table to help understand the connection between post-secondary careers and school-based subjects. Students who are considering specific post-school pathways should use this table to guide their subject selection in Years 11-12.

The Arts	Design/Manufacturing/ Technology	Sciences/Engineering/ Information Technology	Humanities and Social Sciences	Health and Recreation	Business/ Law
Music in Practice	Building and Construction Skills	Biology	Ancient History	Cert III in Fitness (incorporating Cert II in Sport and Recreation)	Accounting
Dance	Design	Chemistry	Chinese	Food and Nutrition	Cert III in Business
Drama	Industrial Graphics Skills	Digital Solutions	Geography	Cert III in Health Services incorporating Cert II in Health Services and Cert II Community Services	Diploma of Business
Drama in Practice	Furnishing Skills	Science in Practice	Japanese	Physical Education	Cert IV in Crime and Justice
Film, TV and New Media	Information Communication and Technology	Physics	Modern History	Health	Economics
Music		Specialist Mathematics	Philosophy and Reason	Cert III Hospitality	Legal Studies
Music Extension (Yr 12)		Engineering	Literature		Tourism
Visual Arts in Practice		Psychology	Social and Community Studies		Business
Visual Art		Maths Methods			Business Studies
Music in Practice		Information Communication and Technology			
<b><i>Certificate III, IV or Diploma via TAFE or SDE/Traineeship or Apprenticeship (off campus)</i></b>					
<b>COMPULSORY SUBJECTS</b> English/Literature/Essential English General Mathematics/Mathematics Methods/Essential Mathematics Study of Religion/Religion and Ethics					

# Making Career Decisions

## Step 1 Understand the basic concepts

- Career decision making is not magic.
- No one else can make the decision for you.
- You must be actively involved in the process.
- It is never too late to start.
- There is not one 'ideal' occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not necessarily a lifetime decision.

## Step 2 Look inwards – develop a profile of yourself

**What do you want from a job? Think about it. Do you want to:**

- Work with other people or by yourself?
- Work outdoors or indoors?
- Sit at a desk or be physically active?
- Work with ideas or apply ideas (hands on) or do both?
- Help people in some way?
- Make a lot of money?
- Be always learning on the job?
- Have lots of variety and activity?
- Have a structured, predictable workday?
- Feel that the job you have is a secure job?
- Work intensely on a project and see it through to the end?
- Feel you are contributing to the community?
- Work with particular things or people e.g. engines, animals, children, or the elderly?

**What do you do best? What are your strengths? Are they in:**

- Working in a certain field of study such as humanities, mathematics, and science?
- Working with ideas, words or things?
- Working with people?
- Working with your hands?
- Working with computers or machines?

**What other things influence your decision? Perhaps:**

- The opinions of family and friends?
- The availability of employment?
- Age?
- Staying in the local area?
- A physical or medical condition?

What occupations have you already thought of? You can add to these ideas by completing a career questionnaire from one of the following websites.

[www.myfuture.edu.au](http://www.myfuture.edu.au)

Australian Careers - [Career Quiz](#)

<http://joboutlook.gov.au/careerquiz.aspx>

### **Step 3 Look outwards – gather information**

Read about the jobs in your occupational ideas list. The following resources will help you.

- myfuture – [www.myfuture.edu.au](http://www.myfuture.edu.au)
- jobguide book – all Year 10s will receive a copy
- jobguide website – <https://www.education.gov.au/job-guide>
- Job Outlook – [www.jobsearch.gov.au/joboutlook](http://www.jobsearch.gov.au/joboutlook)
- Tertiary Prerequisites – all Year 10s in Term 3 receive a copy

Next you need to talk to people who are already employed in the occupations on your list. Do not be afraid to do this, as most people are prepared to help you with your career research if you are polite, prepared with questions, and do not waste their time. Use your own networks (parents' friends, your friends, parents, neighbours, etc.) to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

- What do you do in a typical work day?
- What do you like about the job?
- What do you dislike about the job?
- What is the recommended training to prepare for the job?
- Are there alternative training pathways?
- Are there people in the same occupation who do different things from you?
- Is there someone else you think I should speak to?
- Where do you go from here in this job?

It is helpful to discuss your findings with a friend or relative who knows you well and you feel comfortable talking with. Other peoples' insights can sometimes help us clarify our thinking. Talk to people – teachers, relatives and friends. Attend University Open Days and the Tertiary Studies Expo.

### **Step 4 Prioritise the jobs**

By this time you should be able to put the jobs you have selected in order of your preference.

### **Step 5 Plan a training pathway**

Because of your research, you will already know the various pathways to obtaining your occupational goal. Select the pathway that best suits you. This information will now make it easier for you to start completing your Senior Education Training Plan (SET Plan).

### **Step 6 Act on your plan and seek assistance**

Seek assistance from the curriculum leaders and school counsellors if you need help with this process.

# Essential Websites

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<https://myfuture.edu.au/>

myfuture guides you through activities to help you explore your career. You will answer questions, explore career suggestions made by myfuture, select career favourites, clarify your career direction, and then create an action plan to help you reach your career goals.

<https://studentconnect.qcaa.qld.edu.au>

A career information service provided by the QCA and provides links to other useful sites. It also allows you to plan and track your QCE.

[www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

Provides a wide range of information such as subjects offered by the QCAA, ATAR and QCE information. It is worthwhile to look at the various areas on this site.

[www.qtac.edu.au](http://www.qtac.edu.au)

Follow the links from the 'ATAR and MyPath' menu option on the left hand menu. A number of useful information on planning ahead and ATAR.

## Recommended Websites

[www.trainandemploy.qld.gov.au](http://www.trainandemploy.qld.gov.au)

Queensland's entry point to jobs, careers and training, apprenticeships and traineeships, and employment and training government assistance.

<http://www.australia.gov.au/information-and-services/jobs-and-workplace/career-information>

A Federal government site with a range of career options, advice and links to useful sites.

[www.humanmetrics.com](http://www.humanmetrics.com)

Take the free personality type test to discover more about your personality. This type of information can be helpful in deciding what type of career or job you would be most suited to.



# General Syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

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



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

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

### Extension Syllabuses Course Overview

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

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

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

## Assessment

### Units 1 and 2 Assessments

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

## Subject Adjustment Schemes

Several Queensland universities operate Subject Adjustment Schemes to encourage students to study subjects that require a high level of skills and knowledge. Students applying through QTAC for entry into selected courses will receive bonus rank points for Sound Achievement in a range of senior subjects.

Please see the QTAC reference at: <https://www.qtac.edu.au/applying/application-resources/assistance-schemes>

Examples of subject adjustment schemes:

### Griffith University

<https://www.griffith.edu.au/apply/undergraduate-study/high-school-students/year-12-subject-adjustment>

Clairvaux MacKillop College Subjects

Accounting, Ancient History, Biology, Business, Chemistry, Economics, Engineering, Film, Television and New Media, Geography, Chinese, Japanese, Legal Studies, Modern History, Physics, Specialist Mathematics

The following pages have yet to be updated by the relevant institution. Please review the following links at later stage or see the QTAC link above.

### The University of Queensland

<https://future-students.uq.edu.au/admissions/undergraduate/review-admission-schemes/subject-incentive-scheme>

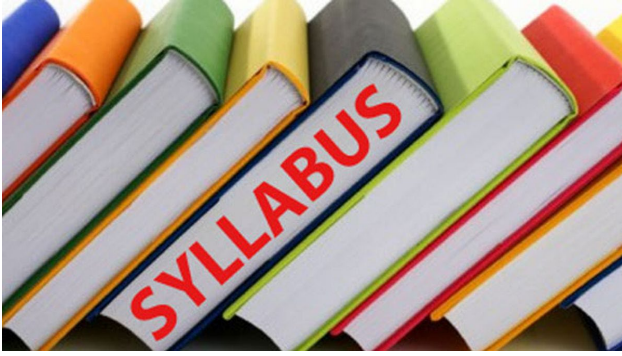
### Queensland University of Technology

<https://www.qut.edu.au/study/applying/adjustment-schemes>

### Australian Catholic University

<https://www.acu.edu.au/study-at-acu/admission-pathways/choose-your-pathway-or-entry-program/recent-secondary-education/adjustment-factors>

# Applied Syllabuses



Applied Syllabuses run with a similar structure to the above with a few points of difference.

- Essential Mathematics and Essential English do not have an External Assessment at the end of Unit 3 and 4, rather they have a Common Internal Assessment (CIA) at the end of Unit 3.
- The other applied subjects do not have an external or common assessment of any type.

**NOTE:** All Applied and Essential subjects can contribute to a student's QCE calculation. Only 1 Applied or Essential subject may factor into a student's ATAR calculation.



The Accelerate Program at Clairvaux MacKillop College provides high achieving Senior students to have the opportunity to extend their studies in their final years of Secondary school by participating in University programs. The Accelerate Program allows students to accelerate their study and their careers by engaging in exciting University units of study.

Universities offer a variety of opportunities from holiday programs to subject offerings throughout the semesters across a variety of faculties. Students who have studied university subjects in the past have found these programs to be beneficial as they allow students to learn the differences between high school and university.

Students who elect to undertake a University course may be eligible for one or more of the following:

- Credits towards certain courses
- Subject adjustments
- Additional points towards their QCE
- No course tuition fees

Please note that the school must grant approval to study a University excellence program.

Queensland University of Technology	<a href="#">QUT - START QUT</a> Open August – Close October Only available from Semester 2 of Year 11.
Australian Catholic University	<a href="#">Uni Step-Up   ACU Equity Pathways</a> See link for further details.
University of Queensland	<a href="#">Enhanced Studies Program - University of Queensland (uq.edu.au)</a> Open July – Close August – Only available to Year 12.
University of the Sunshine Coast	<a href="#">Headstart   UniSC   University of the Sunshine Coast, Queensland, Australia (usc.edu.au)</a> Open August – Close October
Griffith University	<a href="#">GUESTS on-campus or online (griffith.edu.au)</a> Only available from Semester 2 of Year 11.
University of Southern Queensland	<a href="#">Head Start - University Courses For High School Students   University of Southern Queensland (unisq.edu.au)</a> Application close in February for Semester 1.
University of Central Queensland	<a href="#">Start Uni Now (SUN) - CQUniversity</a> Applications close in February for Semester 1.
James Cook University	<a href="#">JCU Now - JCU Australia</a> Application close in January for Semester 1.

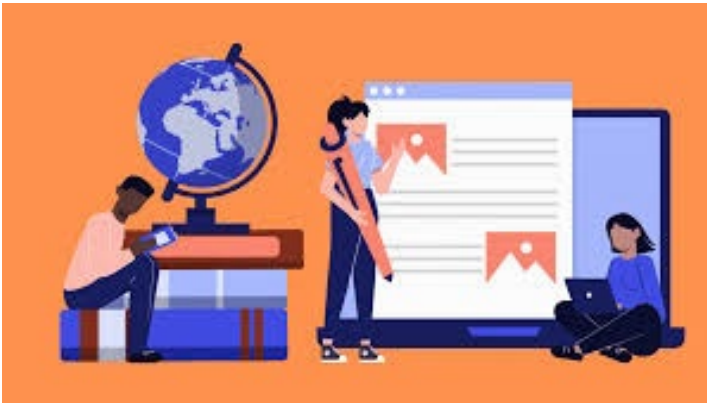
In Year 11, Unit 1, students who have consistently achieved the grade of A across their Year 10 studies, will be invited to study a University subject (online) as one of their 6 subjects. These students must follow an ATAR Pathway for their other 5 subjects.

From Year 11, Unit 2, as well as the beginning of Unit 3, high achieving students (on an ATAR pathway) may be able to join the program. University subjects need to be completed Online.

A study space in the College Library will be available for students to undertake their courses of study. The Program Leader: Academic Pathways will provide support.



Students interested in this program should consult with the Program Leader: Academic Pathways and must complete their own research into the programs and make application to the relevant University by the due date.



Students should be aware that studying a University subject requires:

- Motivation
- Self-directed Learning
- Management of studies and assessment
- Perseverance
- An additional time requirement outside of school time to complete coursework.

Students should be aware that they will need to balance their academic studies, work commitments, social time, rest and wellbeing.

# Course 2: Queensland Certificate of Individual Achievement (QCIA)



The Queensland Certificate of Individual Achievement (QCIA), for eligible students, is an official record that students have completed at least 12 years of education. It provides students with a summary of their skills and knowledge to present to employers and training providers.

Discussions about a QCIA learning pathway take place in Year 10 as part of the Senior Education and Training (SET) planning process.

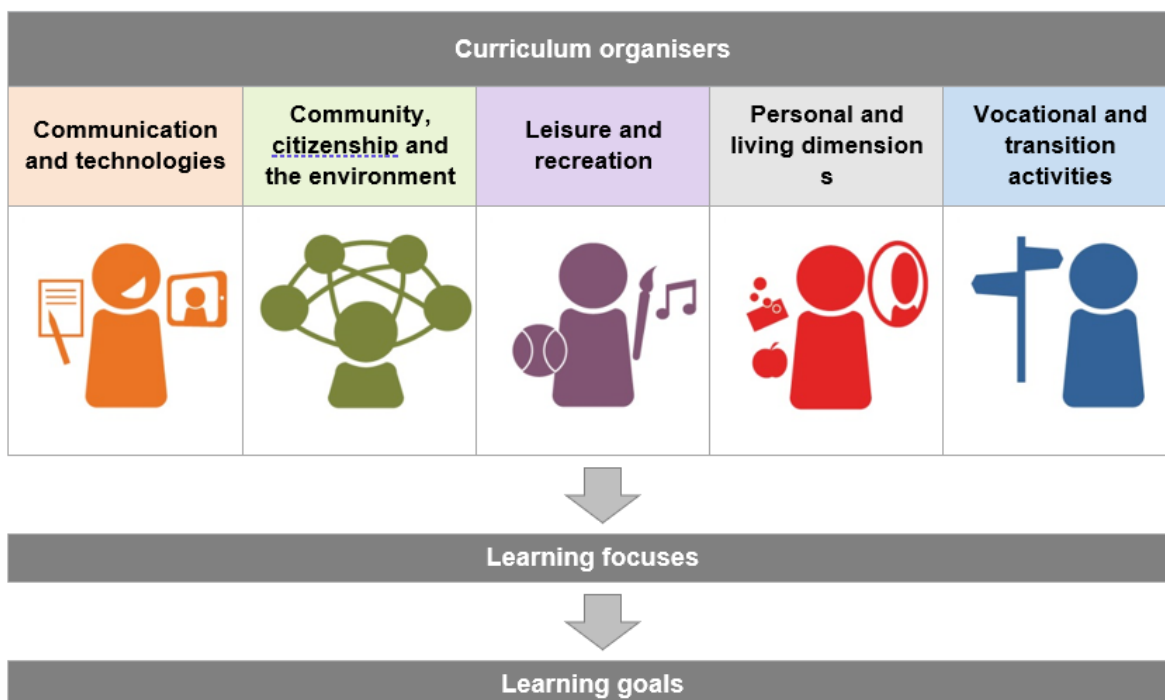
Students completing the QCIA, are studying an individual learning program:

- a school-developed program of study using curriculum organisers, learning goals and learning focuses in the QCAA's Guideline for individual learning
- is developed for students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors

- is recorded by the school through the QCAA Portal
- does not contribute credit to the Queensland Certificate of Education (QCE) and cannot duplicate learning from any QCE contributing studies.



The College will register QCIA-eligible students with the QCAA and develop individual learning programs for them using one or more of the five curriculum organisers, learning goals and learning focuses in the Guideline for Individual Learning (GIL).




The figure below shows how the elements of the QCIA curriculum fit together.



Schools then collect evidence of students' learning and participation throughout Years 11 and 12. This information is recorded on a student's QCIA.

## Curriculum Content for the QCIA Pathway:

Curriculum organiser	Learning focuses	Code
 <b>Communication and technologies</b>		<b>CT</b>
<p><i>Curriculum organiser description:</i> Students gain knowledge, understanding and skills in literacy and digital and other technologies. Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating. Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others.</p>	<ul style="list-style-type: none"> <li>• Language comprehension               <ul style="list-style-type: none"> <li>– Listening</li> <li>– Navigating, reading and viewing</li> <li>– Interpreting</li> <li>– Responding</li> </ul> </li> </ul>	<b>CT1</b> CT1.1 CT1.2 CT1.3 CT1.4
	<ul style="list-style-type: none"> <li>• Language use               <ul style="list-style-type: none"> <li>– Communicating behaviours</li> <li>– Interacting and composing</li> <li>– Presenting</li> </ul> </li> </ul>	<b>CT2</b> CT2.1 CT2.2 CT2.3
	<ul style="list-style-type: none"> <li>• Operation of digital and other technologies               <ul style="list-style-type: none"> <li>– Purpose of and audience for technologies</li> <li>– Using technologies</li> <li>– Troubleshooting</li> </ul> </li> </ul>	<b>CT3</b> CT3.1 CT3.2 CT3.3
	<ul style="list-style-type: none"> <li>• Technical and social protocols for appropriate use of digital technologies</li> </ul>	<b>CT4</b>
 <b>Community, citizenship and the environment</b>		<b>CCE</b>
<p><i>Curriculum organiser description:</i> Students develop knowledge, understanding and skills about communities, citizenship and the environment. Students learn about active citizenship, and participate in and contribute to their local and wider communities. They learn about changes over time and across locations. They explore the world around them, and investigate the natural and constructed features of places and different environments and the relationship between people and places. They learn about how scientific understandings can inform decision making about people, environments and their relationships.</p>	<ul style="list-style-type: none"> <li>• Active citizenship in local and wider communities               <ul style="list-style-type: none"> <li>– Decision making in communities</li> <li>– Participating in and contributing to communities</li> </ul> </li> </ul>	<b>CCE1</b>  CCE1.1 CCE1.2
	<ul style="list-style-type: none"> <li>• Similarities and differences between the past and present               <ul style="list-style-type: none"> <li>– Changes in communities</li> <li>– Important events over time in Australia and the world</li> </ul> </li> </ul>	<b>CCE2</b>  CCE2.1 CCE2.2
	<ul style="list-style-type: none"> <li>• Places, environments and people               <ul style="list-style-type: none"> <li>– Location</li> <li>– Natural features of places including climate and weather</li> <li>– Constructed features of places</li> <li>– Relationships between people and places</li> </ul> </li> </ul>	<b>CCE3</b> CCE3.1 CCE3.2  CCE3.3 CCE3.4
	<ul style="list-style-type: none"> <li>• Making decisions using scientific understandings</li> </ul>	<b>CCE4</b>

Curriculum organiser	Learning focuses	Code
 <b>Leisure and recreation</b>		<b>LR</b>
<p><i>Curriculum organiser description:</i> Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities.</p> <p>They learn about different physical activities and the importance of lifelong physical activity.</p> <p>They learn to identify, experience and participate in their own preferred leisure and recreation activities.</p> <p>They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.</p>	<ul style="list-style-type: none"> <li>• Physical activities for leisure and recreation               <ul style="list-style-type: none"> <li>– Movement skills and challenges</li> <li>– Group activities and fair play</li> </ul> </li> </ul>	<b>LR1</b> LR1.1 LR1.2
	<ul style="list-style-type: none"> <li>• The importance of lifelong physical activity</li> </ul>	<b>LR2</b>
	<ul style="list-style-type: none"> <li>• Preferred leisure and recreation activities               <ul style="list-style-type: none"> <li>– Identifying preferences</li> <li>– Participating in activities</li> </ul> </li> </ul>	<b>LR3</b> LR3.1 LR3.2
	<ul style="list-style-type: none"> <li>• Performing Arts activities — dance, drama, music</li> </ul>	<b>LR4</b>
	<ul style="list-style-type: none"> <li>• Visual and Media Arts activities</li> </ul>	<b>LR5</b>
 <b>Personal and living dimensions</b>		<b>PLD</b>
<p><i>Curriculum organiser description:</i> Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy.</p> <p>Students learn about their own and others' identity, health and wellbeing.</p> <p>They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment.</p> <p>They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older.</p> <p>They develop their ability to use numeracy skills in everyday situations.</p>	<ul style="list-style-type: none"> <li>• Identity               <ul style="list-style-type: none"> <li>– Resilience</li> <li>– Self-identity and others' identities</li> <li>– Values and ethics</li> </ul> </li> </ul>	<b>PLD1</b> PLD1.1 PLD1.2 PLD1.3
	<ul style="list-style-type: none"> <li>• Health and wellbeing               <ul style="list-style-type: none"> <li>– Health</li> <li>– Physical and social development</li> <li>– Safety</li> <li>– Understanding and managing emotions</li> <li>– Interacting with others</li> <li>– Relationships</li> </ul> </li> </ul>	<b>PLD2</b> PLD2.1 PLD2.2 PLD2.3 PLD2.4 PLD2.5 PLD2.6
	<ul style="list-style-type: none"> <li>• Everyday numeracy skills               <ul style="list-style-type: none"> <li>– Understanding and using number values</li> <li>– Applying patterns and relationships</li> <li>– Using data</li> <li>– Applying concepts of time</li> <li>– Using money</li> </ul> </li> </ul>	<b>PLD3</b> PLD3.1 PLD3.2 PLD3.3 PLD3.4 PLD3.5
 <b>Vocational and transition activities</b>		<b>VTA</b>
<p><i>Curriculum organiser description:</i> Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways.</p> <p>They learn how to set goals and make decisions to achieve them.</p> <p>They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.</p>	<ul style="list-style-type: none"> <li>• Post-school pathways               <ul style="list-style-type: none"> <li>– Options for living independently and interdependently</li> <li>– Vocational and transition options</li> <li>– Accessing local and community resources</li> </ul> </li> </ul>	<b>VTA1</b> VTA1.1 VTA1.2 VTA1.3
	<ul style="list-style-type: none"> <li>• Skills for life beyond school               <ul style="list-style-type: none"> <li>– Self-knowledge</li> <li>– Skills for managing self and others</li> <li>– Independence skills</li> <li>– Goal setting and decision making</li> </ul> </li> </ul>	<b>VTA2</b> VTA2.1 VTA2.2 VTA2.3 VTA2.4

**Subject Selection for the QCIA Pathway:**

At SET planning, students and parents are guided about making appropriate subject choices around their goals and the Curriculum Content.

Appropriate subjects for the QCIA Pathway include:

<b>Compulsory</b>	<b>Other Subject Choices</b>
Religion and Ethics Essential English Essential Maths	Drama in Practice Media Arts in Practice Music in Practice Visual Arts in Practice Science in Practice Tourism Social and Community Studies Information and Communication Technology Business Studies Industrial Graphics Skills Furnishing (Safety considerations will need to be carefully assessed.) Building and Construction (Safety considerations will need to be carefully assessed.)

The Literacy and Numeracy demands of Certificate Courses, mean that they are unsuitable for the QCIA pathway. Certificate courses also accrue QCE points which mean that a QCIA pathway is not an appropriate selection.



**YEAR 11**

**AND**

**YEAR 12**

**SUBJECTS**

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

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

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

### **Expected Year 10 Minimum Result**

C in Year 10 English

C in Year 10 General Mathematics/ Mathematical Methods

### **Pathways**

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

### **Objectives**

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Real world accounting</b></p> <ul style="list-style-type: none"> <li>Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li> <li>End-of-month reporting for a service business</li> </ul>	<p><b>Management effectiveness</b></p> <ul style="list-style-type: none"> <li>Accounting for a trading GST business</li> <li>End-of-year reporting for a trading GST business</li> </ul>	<p><b>Monitoring a business</b></p> <ul style="list-style-type: none"> <li>Managing resources for a trading GST business — non-current assets</li> <li>Fully classified financial statement reporting for a trading GST business</li> </ul>	<p><b>Accounting — the big picture</b></p> <ul style="list-style-type: none"> <li>Cash management</li> <li>Complete accounting process for a trading GST business</li> <li>Performance analysis of a listed public company</li> </ul>

## 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): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Examination — short response	25%	Summative external assessment (EA): • Examination — short response	25%

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the handbook reference on page 29 for more details.



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

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

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

## Expected Year 10 Minimum Result

C in Year 10 English

It is recommended that students have achieved C in Year 9/10 History

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"><li>• Digging up the past</li><li>• Ancient societies — Beliefs, rituals and funerary practices. We look at Old and New Kingdom Egypt in class and you will research your own society of choice from Sparta, Vikings, China or Rome.</li></ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"><li>• Alexander the Great Agrippina the Younger.</li></ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"><li>• Fifth Century Athens (BCE) Pompeii and Herculaneum.</li></ul>	<b>People, power and authority</b> <ul style="list-style-type: none"><li>• Ancient Rome – Civil War and the breakdown of the Republic or</li><li>• Ancient Greece – The Persian Wars</li><li>• QCAA will nominate one topic that will be the basis for an external examination: For this cohort it will be: Augustus.</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — essay in response to historical sources</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — historical essay based on research</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Independent source investigation</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short responses to historical sources</li></ul>	25%

### Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

Questia subscription

# **Biology**

## **General Senior Subject**

Biology provides opportunities for students to engage with living systems.

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

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

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

### **Expected Year 10 Minimum Result**

C in Year 10 English

B in Year 10 General Sciences

C in Maths Methods **or**

B in Year 10 General Maths

### **Pathways**

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

### **Objectives**

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

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

### **Structure**

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

## 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

A compulsory field camp/excursion may occur and would cost approximately \$300.

The Building and Construction Skills subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**Expected Year 10 Minimum Result:** Nil

## **Course Overview**

This course is delivered over 2 years.

The subject includes two core topics — ‘Industry practices’ and ‘Construction processes’. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of quality at a specific price and time. The majority of learning is done through construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications.

Students are assessed on their practical work; however, the bulk of their evidence of learning is produced in a comprehensive portfolio that accompanies the practical projects in most cases. Literacy and numeracy as well as critical and creative thinking skills are promoted in the subject to prepare students for 21<sup>st</sup> Century challenges and opportunities.

## **Objectives**

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

- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information.

## **Pathways**

A course of study in Building and Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

## **Structure**

The Building and Construction Skills course is designed around core and elective topics.

<b>Core topics</b>	<b>Elective topics</b>
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	<ul style="list-style-type: none"><li>• Carpentry</li><li>• Concreting</li><li>• Plastering</li></ul>

## Assessment

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

Project	Practical demonstration	Examination
<p>A response to a single task, situation and/or scenario.</p>	<p>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</p>	<p>A response that answers a number of provided questions, scenarios and/or problems.</p>
<p>A project consists of a structure component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• structure: continuous class time.</li> </ul>	<p>Students demonstrate construction skills and procedures in class under teacher supervision.</p>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# **Business**

## **General Senior Subject**

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

Through studying Business, students are challenged academically and exposed to authentic and real-life 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 and develop skills in examining business data and information. Students learn business concepts, theories, processes 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. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using 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.

### **Expected Year 10 Minimum Result**

C in Year 10 General English

It is recommended that students have completed Year 10 Business (preferred, but not essential)

### **Pathways**

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

### **Objectives**

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

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

### **Structure**

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Business Creation</b> Fundamentals of business Creation of business ideas	<b>Business growth</b> Establishment of a business Entering Markets	<b>Business diversification</b> Competitive markets Strategic development	<b>Business evolution</b> 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%

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

Industry excursions and guest lecturers / seminars occur throughout Year 11 and 12. These events are an integral part of the course of study and are linked to assessment.



# **Business Studies**

# **Applied Senior Subject**

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

## **Expected Year 10 Minimum Result**

Nil. It is beneficial to have studied Business in either Grade 9 or 10, but not essential.

## **Pathways**

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

## **Objectives**

The syllabus objectives outline what students have the opportunity to learn. These will be:

### **1. Explain business concepts, processes and practices.**

Students explain business concepts, processes and practices and use relevant terminology.

### **2. Examine business information.**

Students select and use information to identify features of business situations. They draw meaning about relationships from the concepts, processes and practices identified.

### **3. Apply business knowledge.**

Students apply their knowledge to determine options. They consider positives and negatives of each option to make a decision for a business situation.

### **4. Communicate responses.**

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

### **5. Evaluate projects.**

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

## Structure

Unit 1 Working with customers	Unit 2 Working in marketing	Unit 3 Working in events	Unit 4 Entrepreneurship
<p>explore the knowledge and skills needed to work with customers in a variety of business contexts.</p> <p>consider customers' requirements and focus on investigating the meaning and importance of customer relationships in building customer loyalty and increasing sales.</p>	<p>investigate how businesses use marketing to influence customers' behaviour.</p> <p>examine the use of marketing strategies and approaches to increase sales of products and/or services.</p>	<p>explore the fundamentals of event administration, including a range of event types, event management strategies and event stakeholders.</p>	<p>explore key entrepreneurial principles and the nature of entrepreneurship and innovation, including the characteristics of successful entrepreneurs.</p>

## Assessment

In Applied syllabuses, assessment is standards-based. The standards describe the quality and characteristics of student work across five levels from A to E.

The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

Unit 1	Unit 2
<p>Formative:</p> <ul style="list-style-type: none"> <li>Extended response — Customer relationships</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>Extended response – Marketing fundamentals</li> </ul>
<p>Formative:</p> <ul style="list-style-type: none"> <li>Project – Customer service</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>Project — Marketing plan for a new product or service</li> </ul>
Unit 3	Unit 4
<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>Extended Response — Event administration</li> </ul>	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>Extended Response - Entrepreneurship</li> </ul>
<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>Project – Event planning</li> </ul>	<p>Summative assessment:</p> <ul style="list-style-type: none"> <li>Project — The pitch</li> </ul>

# BSB30120 - Certificate III in Business (Standalone Qualification)

## VET Subject

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

Binnacle Training (RTO Code: 31319)  
QCE Points 2023 – up to 8 points

BSB30120 Certificate III in Business is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy – incorporating the delivery of a range of projects and services within their school community. Students will also investigate business opportunities.

### Objectives

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

Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and,
- to improve their chances of gaining tertiary entrance.

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

### Recommendations

A "C" in Year 10 Preparation for English and Math is recommended.

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

### Assessment

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group work
- e-Learning projects

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

## Course Overview

Introduction to Business Services Industries; Personal Wellbeing; Personal Work Priorities	Develop and Apply Knowledge of Personal finances	Workplace health and safety; Sustainable Work Practices	Inclusive Work Practices; Engage in Workplace Communication	Work in a Team; Apply Critical Thinking Skills	Create Electronic Presentations; Creating presentation; Write simple documents	Critical thinking and problem solving
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## Special Features

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This may include: fundraising projects; health promotion programs; community events.

Fees payable at the beginning of the course: \$265 plus a program fee of \$50 (depending on student numbers).

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

<b><u>IMPORTANT</u></b> <b>PROGRAM DISCLOSURE STATEMENT (PDS)</b>	<p><b>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</b></p> <p><b>To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</b></p>
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# 10971NAT - Certificate IV in Justice

## VET Subject

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

Unity College (RTO Code: 32123)  
QCE Points = 8

Certificate IV in Justice is an accredited course. The course is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

## Objectives

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

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

The Certificate IV in Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

## Expected Year 10 Minimum Result

There are no formal entry requirements for this course. It is strongly recommended that students have a pass in Year 10 General English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude - students need to demonstrate independent learning skills.

Students will be required to undertake an LLN test to determine suitability and any support needs.

## Assessment

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

Evidence is gathered through the following;

Written projects

Online quizzes

Observation of skills

Oral and written questions.

Unit Code	Unit Name
NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
BSBXC401	Apply communication strategies in the workplace
PSPREG033	Apply Regulatory Powers
BSBPEF402	Develop personal work priorities
BSBLEG523	Apply legal principles in tort law matters
PSPREG010	Prepare a brief of evidence
BSBLDR414	Lead team effectiveness OR
PSPREG012	Gather information through interviews

## Special Features

COST: \$750 up-front fee.

The course is offered at a significantly reduced fee than if students were to enrol in this course personally after finishing school. Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

*NOTE: This is an AQTF qualification and as such the Registered Training Organisation is Unity College (RTO Number: 32123)*

Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory workshops with industry professionals

# **SIS30321 - Certificate III in Fitness (+ optional SIS20122 Certificate II in Sport and Recreation) (Standalone or Dual Qualification)**

**VET Subject**

**\*\* VET courses, as well as apprenticeships, are not available to overseas students.**

Binnacle Training (RTO Code: 31319)  
QCE Points 2023 = 8

The delivery of the Certificate III in Fitness Program is through both class-based tasks and practical components in a real gym environment at school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers and other adults). The College delivers the program through an external Registered Training Provider, Binnacle Training (RTO Code: 31319). The Certificate III in Fitness is a nationally recognised qualification and is the entry level qualification for persons wishing to work in the fitness industry.

## **Recommendations**

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good written and spoken communication skills and an enthusiasm/ motivation to participate in physical activity/gym training sessions.

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

## **Assessment**

A range of teaching / learning strategies will be used to deliver the competencies of this course. These include practical tasks, hands-on activities involving participants / clients, group work, practical experience within the school sporting programs and fitness facility.

The program involves a mandatory "outside subject" weekly component as follows:

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

**All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours across the course).**

## **Pathways**

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education

- Sport Scientist

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

## Course Overview

Years 11 & 12	
<ul style="list-style-type: none"> <li>• Provide First Aid</li> <li>• Participate in workplace health and safety</li> <li>• Respond to emergency situations</li> <li>• Work effectively in sport, fitness and recreation environments</li> <li>• Maintain sport, fitness and recreation industry knowledge</li> <li>• Participate in sustainable work practices</li> <li>• Use anatomy and physiology knowledge to support safe and effective exercise</li> <li>• Deliver and monitor a service to customers</li> <li>• Organise personal work priorities</li> <li>• Plan group exercise sessions</li> <li>• Instruct group exercise sessions</li> <li>• Complete pre-exercise screening and service orientation</li> <li>• Complete client fitness assessments</li> <li>• Provide healthy eating information</li> <li>• Develop and instruct gym-based exercise programs for individual clients</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with activity sessions</li> <li>• Provide quality service</li> <li>• Organise and complete daily work activities</li> <li>• Use business software applications</li> <li>• Use digital technologies to communicate in a work environment</li> <li>• Research using the internet</li> <li>• Operate application software packages</li> <li>• Participate in environmentally sustainable work practices</li> </ul>

## Special Features

Course cost of \$365 + a program fee of approximately \$50 (dependent on student numbers)

Further costs of \$55 for a First Aid Certificate.

A number of excursions to outside gyms will occur over Year 11 and Year 12 at an approximate cost of \$10 per visit.

Recurring injury will make it difficult to satisfy the requirements of this course.

Students will require 2 sets of sports uniform due to the practical nature of the subject.

<p><b><u>IMPORTANT</u></b> <b>PROGRAM</b> <b>DISCLOSURE</b> <b>STATEMENT (PDS)</b></p>	<p><b>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</b></p> <p>To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</p>
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# HLT33115-Certificate III in Health Services Assistance (including HLT23221 Certificate II in Health Support Services)

VET Subject

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

Connect N Grow (RTO Code 40518)

QCE Points 2023 = up to 8

The delivery of the Certificate III in Health Services Assistance is through both class-based tasks and practical components in the school environment. This qualification has been designed to include projects that prepares students for a range of tasks they perform when they enter into a health and/or community services career, including; health checks, health promotion, health administration, effective communication, working with diverse people and entry pathway for workers who provide the first point of contact and assist in the care of clients. The College delivers the program through an external Registered Training Provider, Connect 'n' Grow (RTO Code: 40518). Health Training is linked to the largest growth industry in Australia. The dual qualification reflects the role of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients.

## Expected Year 10 Minimum Result:

Students must have good spoken communication skills and a possible interest in working in the health services industry.

## Assessment

Assessment in this course is competency-based. A range of teaching / learning strategies will be used to assess students in the competencies, including:

- Multiple choice, true/false and short answer questions (online)
- Practical activities and scenarios
- Workplace Learning Log
- Third Party Report
- Assessor sign off
- Portfolio of workplace documents
- Volunteering Log

## Course Overview

Year	Course Content
11	CHCCOM005 Communicate and work in health or community services HLTWHS001 Participate in workplace health and safety CHCDIV001 Work with diverse people CHCDIV001 Apply basic principles and practices of infection prevention and control CHCCCS010 Maintain a high standard of Service HLTHSS011 Maintain stock inventory
Upon obtaining competency in modules 1-4, a student completes the qualification of <b>HLT23221 Certificate II in Health Support Services</b> and will be issued a Certificate.	

<b>12</b>	HLTAAP001 Recognise healthy body systems BSBMED301 Interpret and apply medical terminology BSBPEF301 Organise personal work priorities HLTAID011 Provide first aid HLTAID009 Provide cardiopulmonary resuscitation HLTAID010 Provide basic emergency life support CHCINM002 Meet community information needs CHCCCS009 Facilitate responsible behaviour CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
Upon obtaining competency in modules 1-3 a student completes the qualification of <b>HLT33115: Certificate III in Health Services Assistance</b> and will be issued a Certificate.	

## Special Features

Course fees are \$499 for HLT23215 Certificate II in Health Support Services (in Year 11), plus \$499 for the Certificate III in Health Services Assistance course (in year 12), plus a program fee of approximately \$100 (this is determined by student numbers). Students may be able to access funding to subsidise the cost of their training. Please contact [Mr Darren Smith - VET Coordinator] or Connect 'n' Grow if you to explore potential options -<https://connectngrow.edu.au/> .

It is highly recommended that all students participate in 20 hours of work experience.



# **SIT30616 - Certificate III in Hospitality/SIT20316 Certificate II in Hospitality (embedded)**

## **VET Subject**

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

Training Direct Australia (RTO code 32355)

QCE Points 2023

Certificate II - up to 4/ Certificate II/Certificate III - up to 6 / Certificate III alone- up to 8

This program consists of two components, theory and practical.

## **Objectives**

Students will complete 15 units of competency in total, with several of these being completed during Year 11. Included in the units to be studied are Preparing and serving espresso coffee, Preparing and serving non-alcoholic beverages, Responsible Service of Alcohol, as well as others. To complete the requirements of the unit SITHINK003 Use Hospitality Skills Effectively, service periods are to be undertaken and attendance at both night and day school-based functions is mandatory.

## **Recommended Prior Study**

Year 10 Design Technologies - Food and Fibre Production and/or Year 10 Design Technologies – Food Specialisation

## **Assessment**

Module Workbooks, Assignments and Written Responses, Practical Activities, On-the-job tasks, Service Period Log Book. Service Periods of 36 shifts are required as a mandatory component of the training package. Students will need to combine school time and their own time to complete these hours: this may include exam block and holiday periods. Service periods are completed through attendance at school functions, as well as work experience in Hospitality establishments.

## **Course Overview**

<b>Duration</b>	<b>Title</b>	<b>Assessment Item</b>
<b>1 Semester</b>	Get the Basics - Introduction to Hospitality Students are given basic skills that they will improve on over the course of the program – knife skills, hygiene procedures, safety procedures, food preparations techniques, customer service skills, sustainability in hospitality.	Module work books Theory assessments – tests and assignments Practical Assessments – class cooking, functions.
<b>1 Semester</b>	Working with People - Customer service skills as well as a range of food preparation topics will be included in this semester	Modules work books Theory Assessments – tests and assignments Practical Assessments- class cooking, industry placement and functions.
<b>1 Semester</b>	Working in Industry - there are a few key units which will help students gain employment: Responsible Service of Alcohol and Prepare and Serve Espresso Coffee. These two units, as well as beverage preparation, form the basis of this semester of study while consolidating and building on previous practical and food service skills.	Module work books Theory Assessments- tests and assignments Practical Assessments- class cooking, functions.
<b>1 Semester</b>		Module workbooks Theory Assessments- test and assignments

Practical Assessments- class cooking, functions.

### 2023 -Units of Competency - SIT30616 Certificate III in Hospitality

Note: A new training package is pending and it is expected that Year 11, 2024 will be enrolled into the new training package. It has been advised that changes will be minor.

BSBWOR203	Work effectively with others	Core
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND004	Work effectively in hospitality service	Core
SITXCCS006	Provide service to customers	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXHRM001	Coach others in job skills	Core
SITXWHS001	Participate in safe work practices	Core
SITXFSA001	Use hygienic practices for food safety	Elective
SITXFSA002	Participate in safe food handling practices	Elective
SITHCCC002	Prepare and present simple dishes	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITHFAB002	Provide responsible service of alcohol	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective
SITHFAB007	Serve food and beverage	Elective
<b>SIT20616 Certificate II in Hospitality additional Units of Competency</b>		
SITXCCS003	Interact with customers	Core
SITHIND003	Use hospitality skills effectively	Core

## Special Features

**RTO:** This program of study is run in partnership with Training Direct Australia 32355.

**Fees:** For eligible students, the Queensland Department of Employment, Small Business and Training can fund the training for the SIT20316 Certificate II in Hospitality component of the qualification through VETiS. The remaining units will be paid for as user Pay. Maximum fee for SIT30616 Certificate III in Hospitality alone is \$1275.

### Compulsory requirements:

Completion of all necessary paperwork and enrolment procedures.

Completion of all school based training and module books.

Completion of required number of Service Periods (36 shifts) and completed log book.

Attendance at night and day functions to meet the practical assessment component of the course. Some functions require early attendance before school, others extend beyond the school day.

College Hospitality Shirt and cap for work experience (Price in 2024 – approximately \$40)

Black pants (no tights) for work experience.

# **SIS30122 - Certificate III in Sport, Aquatics and Recreation** **(+ optional SIS20122 Certificate II in Sport and Recreation) (Standalone or Dual Qualification)** **VET Subject**

***\*\*VET courses, as well as apprenticeships, are not available to overseas students.***

Binnacle Training (RTO Code: 31319)

QCE Points 2023 = 7 (Students will also have the option to undertake a Term 7 Add-On. The 'Term 7 Add-On' contains two units of competency (as new learning) and will be combined with the two first aid units (HLTAID009 & HLTAID010) that are nested within the Binnacle Provide First Aid (HLTAID011) course. Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits.)

The delivery of the Certificate III in Sport, Aquatics and Recreation Program is through both class-based tasks and practical components in a real sport environment at school. This involves the delivery of a range of community recreation and sporting programs, including events managed by the school (Primary School Sports Coaching and officiating, College sporting carnivals). The College delivers the program through an external Registered Training Provider, Binnacle Training (RTO Code: 31319). The Certificate III in Sport and Recreation is a nationally recognized qualification and is the entry level qualification for persons wishing to work in coaching or refereeing at a sporting club or working in the recreation industry.

## **Recommendations**

Students must have an interest in participating in a range of physical activities and sporting events organized by the College. They must have good spoken communication skills.

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

## **Assessment**

A range of teaching / learning strategies will be used to deliver the competencies of this course. These include online courses, practical tasks, hands-on activities involving participants / clients, group work, practical experience within the school sporting programs.

Practical experiences have been timetabled within class time, as well as other activities outside of class time. This includes a mandatory "outside subject" component in Term 2 or 3 of year 11 and 12, whereby students officiate /coach with local Primary Schools. **Students will keep a Log Book of these practical experiences (minimum 30 hours across the course).**

## **Pathways**

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>**

Students may also choose to continue their study by undertaking the Certificate IV or Diploma (e.g. Sport or Fitness) at another RTO.

## Course Overview

Years 11 & 12	
<ul style="list-style-type: none"> <li>• Provide First Aid</li> <li>• Participate in workplace health and safety</li> <li>• Respond to emergency situations</li> <li>• Work effectively in sport, fitness and recreation environments</li> <li>• Assist with activity sessions</li> <li>• Maintain sport, fitness and recreation industry knowledge</li> <li>• Provide quality service</li> <li>• Use business technology</li> <li>• Participate in WHS hazard identification, risk assessment and risk control</li> <li>• Conduct non-instructional sport, fitness or recreation sessions</li> <li>• Use social media tools for collaboration and engagement</li> <li>• Facilitate groups</li> <li>• Organise personal work priorities and development</li> <li>• Organise schedules</li> <li>• Plan and conduct programs</li> </ul>	<ul style="list-style-type: none"> <li>• Organise and complete daily work activities</li> <li>• Use business software applications</li> <li>• Use digital technologies to communicate in a work environment</li> <li>• Research using the internet</li> <li>• Operate application software packages</li> <li>• Participate in environmentally sustainable work practices</li> <li>• Conduct sport coaching sessions with foundation level participants</li> <li>• Develop self-awareness</li> <li>• Work effectively with others</li> <li>• Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011 Certificate)</li> </ul>

## Special Features

\$265 = Binnacle Training Fee – Certificate II entry qualification (Year 11)

\$70 = Binnacle Training Fee – Certificate III Gap Fee

\$50 = Program fee (dependent on student numbers)

\$55 = First Aid Certificate

Students will require 2 sets of sports uniform due to the practical nature of the subject. There may be some excursions to external sports providers / primary schools during the course.

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'. (ie. The delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto> and select 'RTO Files'.

<p><b>IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)</b></p>	<p><b>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</b></p> <p>To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</p>
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Chemistry is the study of materials and their properties and structure.

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

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

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

### Expected Year 10 Minimum Result

B in Year 10 General Sciences

C in Year General English

C in Year 10 Mathematical Methods **or**

B in Year 10 General Mathematics

### Pathways

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

### Objectives

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

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

## Structure

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

## 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.



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

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

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

## **Expected Year 10 Minimum Result**

C in Year 10 Chinese

C in Year 10 English

It is recommended that students have completed Years 7, 8 and 9 Chinese

## **Pathways**

A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

## **Objectives**

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

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

## Structure

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

## 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 — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

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

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

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

## **Expected Year 10 Minimum Result**

C in Year 10 General English

Some prior experience in any style of dance and/or Year 9 or Year 10 Dance is advantageous

## **Pathways**

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

## **Objectives**

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Moving bodies</b></p> <p>How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– meaning, purpose and context</li> <li>– historical and cultural origins of focus genres</li> </ul> </li> </ul>	<p><b>Moving through environments</b></p> <p>How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– physical dance environments including site-specific dance</li> <li>– virtual dance environments</li> </ul> </li> </ul>	<p><b>Moving statements</b></p> <p>How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– social, political and cultural influences on dance</li> </ul> </li> </ul>	<p><b>Moving my way</b></p> <p>How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– fusion of movement styles</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– developing a personal movement style</li> <li>– personal viewpoints and influences on genre</li> </ul> </li> </ul>

## 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):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project — dance work	
Summative internal assessment 2 (IA2):	20%		
• Choreography			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>			

## Special Features

Students are required to wear black leggings for all performances. Students will be required to participate in evening performances and some rehearsals after school hours.

Additional costs may include performance and excursion/workshop expenses.

# **Design**

## **General Senior Subject**

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

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

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

### **Expected Year 10 Minimum Result**

C in Year 10 English

C in Year 10 Design Technology

### **Pathways**

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

### **Objectives**

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> <ul style="list-style-type: none"> <li>• Experiencing design</li> <li>• Design process</li> <li>• Design styles</li> </ul>	<b>Commercial design</b> <ul style="list-style-type: none"> <li>• Explore — client needs and wants</li> <li>• Develop — collaborative design</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design</b> <ul style="list-style-type: none"> <li>• Explore — sustainable design opportunities</li> <li>• Develop — redesign</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

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

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

The context for learning in Digital Solutions is games programming using Unity and C# programming language.

## **Expected Year 10 Minimum Result**

C in Year 10 Preparation for General English

C in Year 10 Preparation for General Mathematics/ Mathematical Methods

It is recommended that students have completed Year 10 Digital Technology, but not essential.

## **Pathways**

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

## **Objectives**

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Investigation — technical proposal</li> </ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Project — digital solution</li> </ul>	30%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination</li> </ul>	25%



# **BSB50215 Diploma of Business**

**VET Subject**

**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**

Prestige Services Training (RTO Code: 31981)

QCE Points 2023 = 8

This qualification would apply to individuals with a vision to enter into various job titles including but not limited to: Managers, executive officers, program consultants and program coordinators. Individuals in these roles may possess substantial experience in a range of settings, but seek to further develop their skills across a wide range of business functions.

Conversely, it may also apply to those with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to develop in order to create further educational and employment opportunities.

## **Objectives**

Students will develop:

- Knowledge and understanding of the Budgets, Managerial skills; conducting meetings, Recruiting staff and inductions processes.
- Marketing and business planning.
- The ability to understand and manage personal and work priorities.
- The ability to understand the importance of and respect to workplace Diversity.

## **Expected Year 10 Minimum Result**

A C in Year 10 English and an independent work ethic.

## **Course Overview**

<b>Likely Topics Covered</b>
• BSBCRT511 Develop critical thinking in others
• BSBFIN501 Manage budgets and financial plans
• BSBOPS501 Manage business resources
• BSBSUS511 Develop workplace policies and procedures for sustainability
• BSBXCM501 Lead communication in the workplace
• BSBHRM525 Manage recruitment and onboarding
• BSBOPS504 Manage business risk
• BSBPMG430 Undertake project work
• BSBPEF501 Manage Personal and Professional Development
• BSBSTR502 Facilitate Continuous Improvement
• BSBMKG541 Identify and Evaluate Marketing Opportunities
• BSBCMM411 Make Presentations

## **Special Features**

ESSENTIAL EQUIPMENT: A4 Note pad, writing utensils, computer.

**COST: \$2599**

RTO: Prestige Service Training <http://www.pst.edu.au/>.

Course is delivered at the College by Prestige Service Trainers.

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

## **Expected Year 10 Minimum Result**

C in Year 10 English

It is recommended that students have completed Year 10 Drama

## **Pathways**

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

## **Objectives**

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Share</b> How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p><b>Reflect</b> How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Challenge</b> How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Transform</b> How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

## 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): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

## Special Features

Students are required to wear ‘theatre blacks’ for some performances. Students will be required to participate in evening performances and some rehearsals after school hours. Additional costs may include performance and excursion/workshop expenses.

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.

## **Expected Year 10 Minimum Result**

Nil. It is recommended that students have completed Year 10 Drama, but this is not a pre-requisite.

## **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**

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

### **1. Use drama practices.**

When making, students use dramatic languages to devise, direct and perform drama works.

### **2. Plan drama works.**

When responding, students analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals.

### **3. Communicate ideas.**

When making, students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience.

When devising and directing drama, students organise and synthesise dramatic languages and production elements and technologies to make drama works that convey ideas.

When performing, they use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas.

### **4. Evaluate Drama Works.**

When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for purpose and contexts. Students select and use drama terminology and language conventions when producing written, spoken or signed evaluations.

## **Structure**

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

### **Unit option A: Collaboration**

In this unit, students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance. Drama is a collaborative art form, involving a variety of stakeholders to imagine, devise, shape, rehearse and present performance works to diverse audiences for many different contexts and purposes. Collaboration provides an opportunity to acknowledge and honour the process involved in the creation of theatrical work.

### **Unit option B: Community**

In this unit, students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community. Students have opportunities to use drama to engage in activities that build awareness and understanding of how community theatre can bring people together across age, culture and ability boundaries, offering them a strong sense of belonging and connection. The term 'community theatre' encompasses any drama

or theatrical work that is performed for the school community and the wider community, including virtual communities. Students explore playmaking through the development process of devising original drama works in response to community contexts, making decisions about shaping a performance work that integrates a range of forms and styles.

### **Unit option C: Contemporary**

In this unit, students develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre. They engage and develop an appreciation of current and emerging styles, conventions and technologies with the aim of becoming more informed and discerning participants in theatre.

### **Unit option D: Commentary**

In this unit, students explore the power of drama in commenting on social issues. As theatre-makers, students explore and respond to the issues and events that affect our lives on a local, national and global scale. This unit provides students with opportunities to create and present performance works with the purpose of educating, challenging, empowering and informing audiences.

## **Assessment**

Students can be assessed in the following ways:

- **plan drama works**
  - planning may be presented as an annotated script, performance and directorial statements of intent, research notes, briefs or pitches
- **communicate ideas**
  - devising and directing may be presented in a practical presentation of ideas workshopped with peers, as actors, to communicate; documented in a written format, such as an annotated script and/or key moments of dramatic action; or in a multimodal format, such as a digital or visual presentation with annotations
  - performances may be of published texts or works devised by the teacher, guest artist or student. Performances may take the form of a live performance in front of an audience at a community event, school event or function, or an in-class performance
- **evaluate drama works**
  - written evaluations may include articles (e.g. magazine articles), essays (e.g. analytical, persuasive/argumentative, informative), reviews, reports or programs
  - spoken or signed evaluations may include presentations, interviews, podcasts or seminars
  - multimodal evaluations may include delivery of a slideshow, video clip, webinar or webpage that includes written, spoken/signed and nonverbal (e.g. physical, visual) aspects.

# Economics

## General Senior Subject

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

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

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

### Expected Year 10 Minimum Result

C in Year 10 English

It is recommended that students have completed Year 10 Business (preferred, but not essential)

### Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Markets and models</b> <ul style="list-style-type: none"><li>• The basic economic problem</li><li>• Economic flows</li><li>• Market forces</li></ul>	<b>Modified markets</b> <ul style="list-style-type: none"><li>• Markets and efficiency</li><li>• Case options of market measures and strategies</li></ul>	<b>International economics</b> <ul style="list-style-type: none"><li>• The global economy</li><li>• International economic issues</li></ul>	<b>Contemporary macroeconomics</b> <ul style="list-style-type: none"><li>• Macroeconomic objectives and theory</li><li>• Economic management</li></ul>

### Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination — extended response to stimulus</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — research report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

Industry excursions and guest lecturers / seminars occur throughout Year 11 and 12. These events are an integral part of the course of study and are linked to assessment

# Engineering

## General Senior Subject

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

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

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

### Expected Year 10 Minimum Result

C in Year 10 General English

C in Year 10 Design Technology - Engineering (or approval from Curriculum Leader)

C in Year 10 General Mathematics / Mathematical Methods

### Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

### Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Engineering fundamentals and society</b> <ul style="list-style-type: none"><li>• Engineering history</li><li>• The problem-solving process in Engineering</li><li>• Engineering communication</li><li>• Introduction to engineering mechanics</li><li>• Introduction to engineering materials</li></ul>	<b>Emerging technologies</b> <ul style="list-style-type: none"><li>• Emerging needs</li><li>• Emerging processes and machinery</li><li>• Emerging materials</li><li>• Exploring autonomy</li></ul>	<b>Statics of structures and environmental considerations</b> <ul style="list-style-type: none"><li>• Application of the problem-solving process in Engineering</li><li>• Civil structures and the environment</li><li>• Civil structures, materials and forces</li></ul>	<b>Machines and mechanisms</b> <ul style="list-style-type: none"><li>• Machines in society</li><li>• Materials</li><li>• Machine control</li></ul>



## 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): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

## Special Features

Technology Studies students are expected to study in both autonomous and guided learning environments. This regularly requires students to: design, research, refine and evaluate project work out of school hours.

In addition, due to the nature of this subject, students are to follow regulated safe working practices in the workshop.

Students will be expected to cover additional costs of projects that exceed the allocated budget for the assessment task

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

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

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

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

## **Expected Year 10 Minimum Result**

C in Year 10 English

## **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. Both the General English and Literature courses fulfil English tertiary prerequisite requirements.

## **Objectives**

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

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

## Structure

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

## 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	
<ul style="list-style-type: none"> <li>Summative internal assessment 1 (IA1):</li> <li>Extended response — written response for a public audience</li> </ul>	25%	<ul style="list-style-type: none"> <li>Summative internal assessment 3 (IA3):</li> <li>Extended response — imaginative written response</li> </ul>	25%
<ul style="list-style-type: none"> <li>Summative internal assessment 2 (IA2):</li> <li>Extended response — persuasive spoken response</li> </ul>	25%	<ul style="list-style-type: none"> <li>Summative external assessment (EA):</li> <li>Examination — analytical written response</li> </ul>	25%

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

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

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

**Expected Year 10 Minimum Result** Nil

## **Pathways**

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

## **Objectives**

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identifies, places, events and concepts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

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

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

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

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

## Expected Year 10 Minimum Result Nil

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Number</li><li>• Representing data</li><li>• Graphs</li></ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Managing money</li><li>• Time and motion</li><li>• Data collection</li></ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Measurement</li><li>• Scales, plans and models</li><li>• Summarising and comparing data</li></ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Bivariate graphs</li><li>• Probability and relative frequencies</li><li>• Loans and compound interest</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Examination</li></ul>

## Special Features

Students are expected to have a scientific calculator, ruler.

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

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

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

### **Expected Year 10 Minimum Result**

C in Year 10 General English

### **Pathways**

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

### **Objectives**

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How are tools and associated processes used to create meaning?</li> <li>• Concept: institutions How are institutional practices influenced by social, political and economic factors?</li> <li>• Concept: languages How do signs and symbols, codes and conventions create meaning?</li> </ul>	<p><b>Story forms</b></p> <ul style="list-style-type: none"> <li>• Concept: representations How do representations function in story forms?</li> <li>• Concept: audiences How does the relationship between story forms and meaning change in different contexts?</li> <li>• Concept: languages How are media languages used to construct stories?</li> </ul>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How do technologies enable or constrain participation?</li> <li>• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</li> <li>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How do media artists experiment with technological practices?</li> <li>• Concept: representations How do media artists portray people, places, events, ideas and emotions?</li> <li>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</li> </ul>

## 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			

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

External Hard Drive, Memory Card and excursion expenses

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

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

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

## Expected Year 10 Minimum Result

C in Year 10 English, C in Year 10 Science

It is recommended that students have previously completed Year 10 Design and Technologies – Food and Fibre or Year 10 Design and Technologies – Food Specialisation.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"><li>• Introduction to the food system</li><li>• Vitamins and minerals</li><li>• Protein</li><li>• Developing food solutions</li></ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"><li>• Consumer food drivers</li><li>• Sensory profiling</li><li>• Labelling and food safety</li><li>• Food formulation for consumer markets</li></ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"><li>• The food system</li><li>• Carbohydrate</li><li>• Fat</li><li>• Developing food solutions</li></ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"><li>• Formulation and reformulation for nutrition consumer markets</li><li>• Food development process</li></ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project — folio</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>	25%

## Special Features

Food and Nutrition uniquely combines theoretical and practical application to each of the topics covered over the course of the program. As such, during food and nutrition units, students will be required to provide cookery ingredients on a regular basis.

# **Furnishing Skills**

# **Applied Senior Subject**

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

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

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

## **Expected Year 10 Minimum Result**

Nil. It is recommended that students speak with the Curriculum Leader if they have not studied Year 10 - Design and Technologies (Materials).

## **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.

Students are assessed on their practical work; however, the bulk of their evidence of learning is produced in a comprehensive portfolio that accompanies the practical projects in most cases. Literacy and numeracy as well as critical and creative thinking skills are promoted in the subject to prepare students for 21<sup>st</sup> Century challenges and opportunities.

## **Objectives**

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

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

## **Structure**

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

<b>Core topics</b>	<b>Elective topics</b>
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	<ul style="list-style-type: none"><li>• Cabinet-making</li><li>• Furniture finishing</li><li>• Furniture-making</li></ul>

## Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

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

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

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

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

## Expected Year 10 Minimum Result

C in Year 10 General Mathematics / Year 10 Mathematical Methods

## 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. General Mathematics is designed to support students aspiring to study at university.

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

## Special Features

Students are expected to have a scientific calculator, ruler.

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

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

### Expected Year 10 Minimum Result

C in Year 10 in General English

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"><li>• Natural hazard zones</li><li>• Ecological hazard zones</li></ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"><li>• Responding to challenges facing a place in Australia</li><li>• Managing the challenges facing a megacity</li></ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"><li>• Land cover transformations and climate change</li><li>• Responding to local land cover transformations</li></ul>	<b>Managing population change</b> <ul style="list-style-type: none"><li>• Population challenges in Australia</li><li>• Global population change</li></ul>

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



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

## Special Features

Students who study this subject and achieve a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

Field Study Activity/Excursion

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of overarching approaches, frameworks and resources. This syllabus is underpinned by a *salutogenic* (strengths-based) approach, which focuses on how health resources are accessed and enhanced.

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.

## **Expected Year 10 Minimum Result**

B in Year 10 General English.

C in Year 10 HPE (B in theoretical units)

## **Pathways**

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.

A course of study in Health can establish a basis for further education and employment in the fields of health sciences, health promotion, health education.

## **Objectives**

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>• Elective topic 1: Alcohol</li> <li>• Elective topic 2: Body Image</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>• Elective topic 1: Homelessness</li> <li>• Elective topic 2: Road Safety</li> <li>• Elective topic 3: Anxiety</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

Assessment in Units 1 and 2 is formative. Students are graded A-E against reporting standards.

### Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: Investigation — analytical exposition (1500-2000 words)	Formative internal assessment 3: Investigation — action research report (1500-2000 words)
Formative internal assessment 2: Examination – extended response (800-1000 words)	Formative internal assessment 4: Examination (2 x 400-500 word responses)

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research report (1500-2000 words)	25%	Summative internal assessment 3 (IA3): • Investigation — analytical exposition • (1500-2000 words)	25%
Summative internal assessment 2 (IA2): • Examination — extended response (800-1000 words)	25%	Summative external assessment (EA): • Examination (2 x 400-500 word responses)	25%

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

The subject includes two core topics — ‘Industry practices’ and ‘Drafting processes’. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Drafting processes combine drawing skills and procedures with knowledge of materials and tools to produce industry-specific technical drawings. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to 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. The majority of learning is done through drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

By doing drafting and modelling tasks, students develop transferrable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret technical drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students are assessed on their practical work; however, the bulk of their evidence of learning is produced in a comprehensive portfolio that accompanies the practical projects in most cases. Literacy and numeracy as well as critical and creative thinking skills are promoted in the subject to prepare students for 21<sup>st</sup> Century challenges and opportunities.

**Expected Year 10 Minimum Result** Nil.

### **Pathways**

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

### **Objectives**

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information.
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes.
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

## Structure

The core of this subject course consists of two interrelated topics:

- industry practices
- drafting processes.

The electives in this subject are based on industry areas of specialisation that require drafters with specific knowledge, understanding and skills when creating technical drawings:

- Building and construction drafting.
- Engineering drafting.
- Furnishing drafting.

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

Units 3 and 4 consolidate student learning.

## Assessment

For Industrial Graphics Skills, the collection of evidence of student work from Units 3 and 4 is used to determine the student's exit result. Each folio must include:

- four assessment instruments, and the student responses
- evidence of student work from Units 3 and 4 only
- at least two projects of which one must include a physical model
- at least one practical demonstration (separate to the assessable component of a project)

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	This technique assesses the practical application of a specific set of teacher-identified drawing skills and procedures. Responses are completed individually in a set timeframe.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a <b>technical drawing component (which may include a model)</b> and at least one of the following components: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	A practical demonstration involves students demonstrating drawing skills and procedures over a set period of time. Students are given requirements (such as a sketch, template or written instructions) and use class time under teacher supervision. Examples of practical demonstrations in Industrial Graphics Skills include: <ul style="list-style-type: none"> <li>• preparing orthographic views from a digital model</li> <li>• developing an animation.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# **Information and Communication Technology Applied Senior Subject**

The subject Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. To enable students to take advantage of these opportunities, this subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

**Expected Year 10 Minimum Result** Nil.

## **Pathways**

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

## **Objectives**

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society.
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts.
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problem

## **Structure**

The Course is designed around core and elective topics.

<b>Core topics</b>	<b>Elective topics</b>
<ul style="list-style-type: none"><li>• Hardware</li></ul>	<ul style="list-style-type: none"><li>• Animation</li><li>• Application development</li><li>• Audio and video production</li><li>• Data management</li><li>• Digital imaging and modeling</li><li>• Document production</li><li>• Network fundamentals</li><li>• Online communication</li><li>• Website production.</li></ul>

## **Assessment**

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

- at least two projects
- at least one extended response

Project	Extended Response
A response to a single task, situation and/or scenario.	This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	<p>An extended response occurs over a set period of time. Students may use class time and their own time to develop a response. Students respond to a question or statement about the provided stimulus materials. Stimulus material could include:</p> <ul style="list-style-type: none"> <li>• websites</li> <li>• case studies</li> <li>• images, video and/or audio</li> <li>• media articles</li> <li>• client brief.</li> </ul>

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

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

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

## Expected Year 10 Minimum Result

C in Year 10 Japanese

C in Year 10 English

It is recommended that students have completed Years 7, 8 and 9 Japanese

## Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

## Objectives

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

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

## Structure

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



## 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 — short response	15 %	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30 %	Summative external assessment (EA): • Examination — combination response	25%

### Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## Expected Year 10 Minimum Result

C in Year 10 English

## Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

## Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — argumentative essay</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

Excursion costs, if applicable.

Literature is a General English subject and satisfies university English prerequisite requirements. Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## **Expected Year 10 Minimum Result**

C in Year 10 General English

## **Pathways**

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. Both the General English and Literature courses fulfil English tertiary prerequisite requirements.

## **Objectives**

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Introduction to literary studies</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Texts and culture</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Literature and identity</b></p> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Independent explorations</b></p> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## 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	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> <li>• Extended response — imaginative written response</li> </ul>	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> <li>• Extended response — imaginative spoken/multimodal response</li> </ul>	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>	25%

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

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

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

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

## **Expected Year 10 Minimum Result**

C in Year 10 Mathematical Methods

C in Year 10 English

## **Pathways**

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

## **Objectives**

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

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

## Structure

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

## 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	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

## Special Features

Students require one of the TI84 family (plus, silver edition or CE) graphics calculators to complete this course.

The TI84 CE can be purchased at the school uniform shop. Students must have a non-CAS calculator for this course.

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

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

## Expected Year 10 Minimum Result Nil

### Pathways

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

### Objectives

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

#### 1. Use media arts practices.

When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.

#### 2. Plan media artworks.

When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals.

#### 3. Communicate ideas.

When making, students create media artworks that suit purpose and context.

Students show making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations).

#### 4. Evaluate media artworks.

When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

### Structure

Media Arts in Practice is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to sequence to develop their course of study. Units include:

#### Unit option A: Personal viewpoints

In this unit, students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. They respond to a societal issue of choice, using media language to express a personalised viewpoint. Students may choose to provide a comment or critique and should consider how audiences will access and engage with the media artwork.



## **Unit option B: Representations**

In this unit, students explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make an representation for social media or gaming platforms. Students negotiate an appropriate social media or gaming platform with their teacher and should consider how audiences access and engage with the chosen platform.

## **Unit option C: Community**

In this unit, students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences. Students may focus on a person, event, issue or other aspect in a community and should work collaboratively with other students or community members where possible.

## **Unit option D: Persuasion**

In this unit, students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork. Students may work with or for a client when developing the artwork, or select another target audience.

## **Assessment**

Assessment in Media Arts in Practice requires students to:

- **plan arts works**
  - planning may be presented as annotations on design products; call or running sheets; design folios; graphic organisers; proposals; recorded conversations; sketches; or spoken, written or signed presentations
- **communicate ideas**
  - for example, students may make a vlog to communicate the benefits of keeping a pet cat indoors; contribute to the design of a game to showcase the school's values and achievements; promote a community event by making an advertisement suitable for local television; or make a stop-motion animation to persuade students to register for a community event
- **evaluate arts works**
  - written evaluations may be presented as a series of annotations or labels associated with media artworks, essays, graphic organisers, lists, reflective articles or reviews
  - spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings
  - multimodal evaluations involve at least two modes of response, which may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

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

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

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

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

### Expected Year 10 Minimum Result

C in Year 10 English

It is recommended that students have achieved a C in Year 9 or Year 10 History

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• French Revolution, 1789 – 1799</li><li>• Russian Revolution 1905 – 1920's.</li></ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Australian Indigenous rights movement since 1967</li><li>• Anti-apartheid movement in South Africa, 1948 – 1991.</li></ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Germany, 1914–1945</li><li>• Soviet Union, 1920s–1945</li></ul>	<b>International experiences in the modern world</b> <p>QCAA will nominate one topic that will be the basis for an external exam. For this cohort it will be:</p> <ul style="list-style-type: none"><li>• Australian engagement with Asia since 1945 (Vietnam)</li><li>• Cold War, 1945–1991</li></ul>

## Assessment

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

In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — essay in response to historical sources</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — historical essay based on research</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Independent source investigation</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short responses to historical sources</li></ul>	25%

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

Possible excursions/site study.

Questia Subscription

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

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

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

## Expected Year 10 Minimum Result

C in Year 10 English, C in Year 10 Music

Ability to sing or play a musical instrument to a competent level

## Pathways

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

## Objectives

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

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

## Structure

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

## 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): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

### Special Features

External Hard Drive 1T, instrument (other than those provided by the college), performance, production and excursion expenses.

# Music Extension (Composition)

## General Senior Subject

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

### Expected Minimum Result

Year 11 and Year 12 Music

### Pathways

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

### Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

### Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

### 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): Composition 1	20%	Summative internal assessment 3 (IA3):Composition project	35%
Summative internal assessment 2 (IA2): Composition 2	20%		
Summative external assessment (EA): 25%			
• Examination — extended response			

## **Special Features**

Student work in this subject will be presented for a live audience in concert format. Students will require appropriate performance attire and time to rehearse outside normal school hours. Students may use co-curricular performances as soloists or in ensembles to contribute to this aspect of the subject after negotiating the details with the Curriculum Leader - The Arts.

# Music Extension (Musicology)

## General Senior Subject

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

### Expected Minimum Result

Year 11 and Year 12 Music

### Pathways

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

### Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

### Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

### 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): Investigation 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Musicology project</li></ul>	35%
Summative internal assessment 2 (IA2): Investigation 2	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			



# Music Extension (Performance)

## General Senior Subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

### Expected Minimum Result Year 11 and Year 12 Music

### Pathways

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

### Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

### Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

### 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): Investigation 1	20 %	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Performance project</li></ul>	35%
Summative internal assessment 2 (IA2): Investigation 2	20 %		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

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

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

## **Expected Year 10 Minimum Result Nil Pathways**

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

## **Objectives**

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

### **1. Use music practices.**

When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works.

### **2. Plan music works.**

When responding, students analyse key features of purpose and context to plan music works. They make decisions, explore solutions and choose strategies to achieve goals.

### **3. Communicate ideas.**

When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context.

When composing, they organise and synthesise music elements and concepts and compositional devices to make music works that communicate ideas.

When performing, students use technical skills to interpret music elements and concepts and communicate ideas.

### **4. Evaluate music works.**

When responding, students evaluate strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.

## **Structure**

Music in Practice is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to sequence to develop their course of study. Units include:

### **Unit option A: Music of today**

In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques. They

engage with a range of contemporary music genres and styles through the use of virtual platforms. They collaborate with others through school or local community events.

### **Unit option B: The cutting edge**

In this unit, students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas.

Students connect with music in a variety of learning experiences that improve and refine their composition and performance skills with the application of technology. Making new connections with music and associated technology allows students to experiment with music elements and concepts and compositional devices for composition tasks and rehearse, refine and develop technical skills to shape and share music ideas, emotions and experiences that reflect current times.

### **Unit option C: Building your brand**

In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. They analyse music artists' brands across a range of eras and the approaches used to build brands.

Students identify and develop their brand by investigating personal interests, skills and preferences in contemporary music; roles, opportunities and pathways available in the music industry; professional music industry practices and cultures; how to use and generate industry connections; skills and strategies for operating in the music industry; and legal and ethical issues.

### **Unit option D: 'Live' on stage!**

In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition. They collaborate with other students and engage with a variety of music events in the form of live events and/or streaming platforms.

Students experiment with music elements and concepts and compositional devices for composition tasks, and rehearse, refine and develop technical skills to shape and share music relevant to the entertainment or media industry.

## **Assessment**

Assessment in Music in Practice requires students to:

- **plan music works**
  - planning be presented as statements of compositional intent, programs, annotations of stimulus, research notes, proposals, briefs or pitches
- **communicate ideas**
  - compositions may be live, recorded or virtual. For example, students might develop a composition for an online streaming platform, or develop a composition that has a connection to their school or local community
  - performances might take the form of a live performance in front of an audience, on a streaming platform, for a community event performance, school assembly or function or an in-class performance
- **evaluate music works**
  - written evaluations may be presented as articles (e.g. magazine articles), essays (e.g. analytical, persuasive/argumentative, informative), reviews, reports or programs
  - spoken or signed evaluations may include presentations, interviews, podcasts or seminars
  - multimodal evaluations may include delivery of a slideshow, video clip, webinar or webpage that includes written, spoken/signed and nonverbal (e.g. physical, visual) aspects.

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility and collaboration and communication.

## Expected Year 10 Minimum Result

C in Year 10 English

C in Year 10 General Mathematics or Year 10 Mathematical Methods

## Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

## Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Fundamentals of reason</b> The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	<b>Reason in philosophy</b> <ul style="list-style-type: none"><li>• Philosophy of religion</li><li>• Philosophy of science</li><li>• Philosophy of mind.</li></ul>	<b>Moral philosophy and schools of thought</b> <ul style="list-style-type: none"><li>• Moral philosophy</li><li>• Philosophical schools of thought</li></ul>	<b>Social and political philosophy</b> <ul style="list-style-type: none"><li>• Rights</li><li>• Political philosophy</li></ul>

## 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 — extended response	25 %	Summative internal assessment 3 (IA3): • Extended response — analytical essay	25%
Summative internal assessment 2 (IA2): • Extended response — analytical essay	25 %	Summative external assessment (EA): • Examination — extended response	25%

## Special Features

Success in this course requires good literacy skills, a willingness to explore abstract ideas, a readiness to think flexibly, an active participation in class discussions, and an engagement with the issues and events of contemporary society.

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

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

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

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

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

## **Expected Year 10 Minimum Result**

C in Year 10 General English.

C in Year 10 HPE (students should be achieving B standard in theory units)

## **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
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with badminton</li> <li>• Functional anatomy and biomechanics integrated with volleyball</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with athletics or lawn bowls</li> <li>• Equity — barriers and enablers integrated with invasion games</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with badminton</li> <li>• Ethics and integrity integrated with invasion games</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with touch football or netball</li> </ul>

## Assessment

Assessment in Units 1 and 2 is formative. Students are graded A-E against reporting standards.

### Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: Project — folio (9-11min + 2-3min supporting practical evidence)	Formative internal assessment 3: Project — folio (9-11min + 2-3min supporting practical evidence)
Formative internal assessment 2: Examination – combination response	Formative internal assessment 4: Investigation – report (1500-2000 words)

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio (9-11min + 2-3min supporting practical evidence)	25%	Summative internal assessment 3 (IA3): • Project — folio (9-11min + 2-3min supporting practical evidence)	30%
Summative internal assessment 2 (IA2): • Investigation — report (1500-2000 words)	20%	Summative external assessment (EA): • Examination — combination response	25%

## Special Features

Students will require sports uniform for the practical elements of this course.

Should we decide to complete lawn bowls as the physical activity in Unit 2, there will be a green fee of \$5 per visit

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

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

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

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

## **Expected Year 10 Minimum Result**

B in Year 10 General Sciences

C in Year 10 English

C in Year 10 Mathematical Methods or B in Year 10 for General Mathematics

## **Pathways**

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

## **Objectives**

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

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



## Structure

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

## 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary courses. Please see the Handbook reference on page 29 for more details.

There may be costs involved with possible excursions e.g. Dreamworld. Approximate cost is \$200.

# Psychology

# General Senior Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorders and determine the effective treatment as well as the contribution of emotion and motivation on individual behaviour. Students examine thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students conduct a variety of field research and laboratory investigations; interpret evidence; critically evaluate psychological concepts, interpretations, claims and conclusions; communicate psychological understandings, findings, arguments and conclusions using appropriate representations, mode and genres.

## Expected Year 10 Minimum Result

B in Year 10 Science

C in Year 10 English

C in Year 10 Mathematical Methods or B in Year 10 for General Mathematics

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"><li>• Psychological science</li><li>• The role of the brain</li><li>• Cognitive development</li><li>• Human sleep consciousness and sleep</li></ul>	<b>Individual Behaviour</b> <ul style="list-style-type: none"><li>• Psychological science</li><li>• Intelligence</li><li>• Diagnosis</li><li>• Psychological disorders and treatments</li><li>• Emotion and motivation</li></ul>	<b>Individual thinking</b> <ul style="list-style-type: none"><li>• Localisation of function in the brain</li><li>• Visual perception</li><li>• Memory</li><li>• Learning</li></ul>	<b>The influence of others</b> <ul style="list-style-type: none"><li>• Social Psychology</li><li>• Interpersonal processes</li><li>• Attitudes</li><li>• Cross-cultural psychology</li></ul>

## 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

## Special Features

A compulsory excursion may occur at a cost of approximately \$200.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society and communicate principles and ideas relevant to their lives and the world.

Students investigate topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21<sup>st</sup> century, literacy and numeracy skills. The knowledge and skills developed in Religion and Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

## Expected Year 10 Minimum Result Nil

## Objectives

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

### 1. Explain religious, spiritual and ethical principles and practices.

Students explain principles and practices that inform religious, spiritual and ethical views and use relevant terminology.

### 2. Examine religious, spiritual and ethical information.

Students select and use information to identify principles and practices in religious, spiritual and ethical scenarios. Students draw meaning from the principles and practices identified.

### 3. Apply religious, spiritual and ethical knowledge.

Students apply their knowledge to determine options. They consider each option to form positions related to religious, spiritual and ethical scenarios.

### 4. Communicate responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

### 5. Evaluate projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

## Structure

The Religion & Ethics course is a four unit course of study.

Elective Topics	
<ul style="list-style-type: none"><li>• Australian Identity</li><li>• Meaning, purpose and expression</li><li>• World religions and spiritualities</li></ul>	<ul style="list-style-type: none"><li>• Peace</li><li>• Sacred stories</li><li>• Social justice</li></ul>

## Assessment

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

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from the three different assessment techniques:

- project
- investigation
- extended response

Project	Investigation	Extended Response
<p>Students develop a product and evaluate the process used to develop the product</p>	<p>Students investigate a question, opportunity or issue by collecting and examining information and produce a response</p>	<p>Students provide a response, including</p> <ul style="list-style-type: none"> <li>- explaining principles and practices</li> <li>- examining a stimulus related to topic of study - communicating to a chosen audience</li> </ul>
<p><b>Product</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 800 words</li> </ul> <p><b>Evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>

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 realworld 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.

**Expected Year 10 Minimum Result Nil**

## **Pathways**

Science in Practice is an Applied subject suited to students who are interested in pathways beyond school that lead to vocational education and training, full-time or part-time work, or tertiary studies. A course of study in Science in Practice can establish a basis for employment and further education in the fields of 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
- plan investigations and projects
- evaluate procedures, conclusions and outcomes

## **Structure**

The Science in Practice course is designed around QCAA-developed units.

Possible units that could be studied (still to be determined):

- Consumer Science
- Ecology
- Forensic Science
- Disease
- Sustainability
- Transport

## Assessment

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

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:

- two assessment instruments must be implemented for each unit.

Applied Investigation	Practical Project
<p>investigate a question that</p> <ul style="list-style-type: none"> <li>- is related to consumer science</li> <li>- has scope to be refined further</li> </ul> <p>document the investigation process and conclusion, including</p> <ul style="list-style-type: none"> <li>- selecting a methodology or sources</li> <li>- collecting information</li> <li>- analysing information</li> <li>- drawing a conclusion based on the analysis of information</li> <li>- making recommendations for future investigations.</li> </ul>	<p>complete a project</p> <ul style="list-style-type: none"> <li>- related to a scenario about consumer science</li> <li>- with an outcome of either a physical product or the performance of a skill</li> </ul> <p>document the process used to complete the project, including</p> <ul style="list-style-type: none"> <li>- analysing and interpreting the given scenario</li> <li>- describing the relevant concepts and procedures</li> <li>- selecting a procedure to follow - executing skills and processes to deliver an outcome</li> <li>- evaluating the outcome</li> <li>- making recommendations for future projects.</li> </ul>

## Special Features

There are costs involved for excursions e.g. Sea Life Aquarium, field excursions. Approximate costs \$100.

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing. The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

## **Expected Year 10 Minimum Result Nil**

### **Pathways**

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

### **Syllabus objectives**

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

1. Explain personal and social concepts and skills. Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.
2. Examine personal and social information. Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.
3. Apply personal and social knowledge. Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.
4. Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
5. Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.



<b>Structure</b>			
<b>Unit 1 – Healthy Choices for Mind and Body</b>	<b>Unit 2- Australia and its place in the world</b>	<b>Unit 3 - Lifestyle and Financial Choices</b>	<b>Unit 4- Relationships and work environments</b>
In this unit, students investigate choices related to recreation, leisure, food and nutrition from both a personal and society perspective, considering the implications of their choices. They explore the importance of recreation and leisure time and experiences, and key influences and factors that affect food and nutrition. Students consider various approaches to wellbeing that enable them to reflect on their own health choices.	In this unit, students explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and future outlook.	In this unit, students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. Topics include- money management Contemporary issues such as fast fashion, technology obsolescence, local habitat degradation, waste recycling, renewable energy opportunities sustainability.	In this unit, students investigate relationship skills and work environments. including- <ul style="list-style-type: none"> <li>• pathways into work,</li> <li>* vocational education and training</li> <li>• employment types <ul style="list-style-type: none"> <li>• Workplace relationships</li> <li>• teamwork</li> </ul> </li> </ul>

In Applied syllabuses, assessment is standards-based. The standards are described for each objective and describe the quality and characteristics of student work across five levels from A to E.

The assessment instruments students respond to in Units 1 and 2 will support those techniques included in Units 3 and 4.

<b>Unit 1</b>	<b>Unit 2</b>
Formative: <ul style="list-style-type: none"> <li>• Extended response — Sport and recreation</li> </ul>	Formative: <ul style="list-style-type: none"> <li>• Investigation - benefits and consequences of tourism, immigration and multiculturalism</li> </ul>
Formative: <ul style="list-style-type: none"> <li>• Project – Food and Nutrition</li> </ul>	Formative: <ul style="list-style-type: none"> <li>• Project — strategies to promote inclusivity and social cohesion</li> </ul>
<b>Unit 3</b>	<b>Unit 4</b>
Summative assessment: <ul style="list-style-type: none"> <li>• investigation– financial considerations</li> </ul>	Summative assessment: <ul style="list-style-type: none"> <li>• Project- relationships and communication</li> </ul>
Summative assessment: <ul style="list-style-type: none"> <li>• Project – contemporary issues</li> </ul>	Summative assessment: <ul style="list-style-type: none"> <li>• Extended response – work environments</li> </ul>

# **Specialist Mathematics**

# **General Senior Subject**

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

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

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

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

## **Expected Year 10 Minimum Result**

B in Year 10 Mathematical Methods and C in Year 10 English

## **Pathways**

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

## **Objectives**

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

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

## **Structure**

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

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

## 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	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

## Special Features

Students who study this subject and achieve at least a Sound Achievement may receive bonus rank points that may aid entry to selected tertiary course. Please see handbook reference on page 29 for more details.

As students will be completing Mathematical Methods concurrently, it is expected the students have one of the TI84 family (plus, silver edition or CE) graphics calculators.

The TI84 CE can be purchased at the school uniform shop. Students must have a non-CAS calculator for this course.

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

## Expected Year 10 Minimum Result

C in Year 10 Religion  
C in Year 10 English

## Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

## Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Sacred texts and religious writings</b> <ul style="list-style-type: none"><li>• Sacred texts</li><li>• Abrahamic traditions</li></ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"><li>• Lifecycle rituals</li><li>• Calendrical rituals</li></ul>	<b>Religious ethics</b> <ul style="list-style-type: none"><li>• Social ethics</li><li>• Ethical relationships</li></ul>	<b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"><li>• Religion and the nation–state</li><li>• Religion and human rights</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	25%

Tourism is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

**Expected Year 10 Minimum Result** Nil

## Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

## Objectives

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

### **1. Explain tourism principles, concepts and practices.**

Students explain principles, concepts and practices related to tourism and use relevant terminology.

### **2. Examine tourism data and information.**

Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.

### **3. Apply tourism knowledge.**

Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.

### **4. Communicate responses.**

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

### **5. Evaluate projects.**

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

## Structure

Tourism is a four-unit course of study, with

Unit 1 Tourism and Travel	Unit 2 Tourism trends and patterns	Unit 3 Tourism Marketing	Unit 4 Tourism regulation
<p>Consider the types of tourism, the reasons for travel and why people choose destinations.</p> <p>The factors that influence travel choices are referred to as push factors and pull factors. These factors influence both the choice of destination and the travel itinerary.</p> <p>explore travel logistics and what is required when planning to travel to an international destination.</p> <p>To gain a deep understanding of travel requirements, create a traveller information package that includes timing and costs, travel and accommodation details, tour and attraction experience, and insurance, safety and/or health advice, relevant to the selected destination for a client.</p> <p>Consider the impacts of tourism on a specific destination. Impacts can be both positive and negative and result in both challenges and opportunities.</p> <p>Choose a popular international tourist destination and investigate the impacts of tourism for that place.</p>	<p>Investigate the influence of tourism trends and patterns. Consider how patterns of growth and decline in some tourism destinations both directly and indirectly create opportunities or challenges for the future of the tourism industry for a particular destination.</p> <p>Consider differences between trends and seasonal patterns (e.g. school holidays) and the impact on traveller choices.</p> <p>Investigate trends in tourism that may create broader patterns over time and long-term impacts on tourist destinations.</p>	<p>Explore marketing principles, concepts and practices that are used by tourism businesses and organisations to promote their products to specific audiences.</p> <p>Develop an understanding of the promotional strategies that tourism businesses use to attract tourists to a specific destination. Use this knowledge to create a promotion for an Australian tourism destination.</p>	<p>Investigate the influence of tourism trends and patterns.</p> <p>Consider how patterns of growth and decline in some tourism destinations both directly and indirectly create opportunities or challenges for the future of the tourism industry for a particular destination.</p> <p>Consider differences between trends and seasonal patterns (e.g. school holidays) and the impact on traveller choices.</p> <p>Investigate trends in tourism that may create broader patterns over time and long-term impacts on tourist destinations.</p>

## Assessment

In Applied syllabuses, assessment is standards-based. The standards describe the quality and characteristics of student work across five levels from A to E.

The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

Unit 1	Unit 2
Formative: <ul style="list-style-type: none"> <li>• Investigation – the impacts of tourism</li> </ul>	Formative: <ul style="list-style-type: none"> <li>• Investigation – tourism trends</li> </ul>
Formative: <ul style="list-style-type: none"> <li>• Project – Traveller information package</li> </ul>	Formative: <ul style="list-style-type: none"> <li>• Project — Sustainable tourism guide</li> </ul>
Unit 3	Unit 4
Summative assessment: <ul style="list-style-type: none"> <li>• Investigation — Marketing campaign evaluation</li> </ul>	Summative assessment: <ul style="list-style-type: none"> <li>• Investigation — Regulation in tourism</li> </ul>
Summative assessment: <ul style="list-style-type: none"> <li>• Project – Tourism promotion</li> </ul>	Summative assessment: <ul style="list-style-type: none"> <li>• Project – Tourism accreditation</li> </ul>



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

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

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

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

## **Expected Year 10 Minimum Result**

C in Year 10 Visual Art

C in Year 10 English

It is recommended that students have completed Year 10 in Visual Art

## **Pathways**

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

## **Objectives**

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as code</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as knowledge</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<p><b>Art as alternate</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## 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): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25%			
• Examination			

## Special Features

Students may be asked to provide some of the following resources: Journal, Easels, Paints, Crayons, Charcoal Pencils, Brushes, Palettes, Palette Knives, Paper cards, Drawing Boards and Consumables, such as tape and glue. Additional costs may include some gallery and excursion expenses, and a camp to a location off campus.

Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

**Expected Year 10 Minimum Result** Nil

## **Pathways**

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

## **Objectives**

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

### **1. Use visual arts practices.**

When making, students use art-making modes, media, technologies and skills to create artworks. They develop independence across the course of study, selecting and refining use of visual arts practices according to their strengths and interests.

### **2. Plan artworks.**

When responding, students analyse key features of purpose and context to plan artworks. They make decisions, explore solutions and choose strategies to achieve goals.

### **3. Communicate ideas.**

When making, students use visual language to create artworks for specific purposes and in specific contexts. They interpret existing stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans) and generate and express individualised ideas or ways of working. Artworks may communicate representations, thoughts, feelings, experiences or observations.

### **4. Evaluate artworks.**

When responding, students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks. Students select and use visual arts terminology and language conventions when producing written, spoken or signed evaluations.

## **Structure**

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

### **Unit option A: Looking inwards (self)**

In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks. Students identify figurative and non-figurative ways to create representations of self. Figurative visual language may communicate explicit likeness, whereas non-figurative visual language is coded or symbolic.

Students consider context and purpose when making and responding to artworks. By investigating how other artists or artisans communicate ideas about self, they discover ways of using visual language, media, technologies and skills. Students work individually to experiment with and explore representations of self and to plan an artwork. They demonstrate creative thinking skills as they innovate and resolve the planned artwork.

### **Unit option B: Looking outwards (others)**

In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. In the role of artists or artisans, students explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community. Students provide their own commentary on the world around them through art-making processes.

Students consider context and purpose when making and responding to artworks. Students work individually and/or collaboratively to experiment with and explore emotive and persuasive visual language, media, technologies and skills used to communicate issues and concerns. They plan an artwork and demonstrate creative thinking skills as they innovate and resolve the planned artwork.

### **Unit option C: Clients**

In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills. Students communicate to clarify expectations and generate ideas to test with clients before implementing them into a resolved artwork. They manage client expectations through organisation of resources and timelines to see projects realised.

Students consider context and purpose when making and responding to artworks. By investigating how other artists or artisans fulfil design briefs, they discover ways of using visual language, media, technologies and skills. Students work individually to generate artwork prototypes and test client response. They demonstrate creative thinking skills as they innovate and resolve the artwork based on the needs and expectations of the client.

### **Unit option D: Transform & extend**

In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies and/or skills.

Students consider context and purpose when making and responding to artworks. By investigating their chosen artist or artisan's style or art practice, students discover inspired ways of using visual language, media, technologies and skills. Students plan and make artworks inspired by their practitioner of choice, transforming and extending their outcomes by altering the media or meaning, and by adding elements or features to personalise the work. They demonstrate creative thinking skills as they innovate and resolve their own artwork.

## **Assessment**

Assessment in Visual Arts in Practice requires students to:

- **plan artworks** — planning may be presented as annotated images; design folios; graphic organisers; proposals; recorded conversations; sketches; or spoken, written or signed presentations
- **communicate ideas** — for example, students may make a 3D artwork to communicate representations of self for a school-based exhibition; contribute to a mural to provide social commentary on environmental concerns; respond to a client brief to make a series of branded items for a local market; or show an inspired way of working by referencing a chosen photographic artist in a digital portfolio
- **evaluate artworks**
  - written evaluations may be presented as annotations or labels, essays, graphic organisers, lists, reflective articles or reviews
  - spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings
  - multimodal evaluations may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

# Appendix A

## Study at TAFE Options

### TAFE at Schools Program – TAFE Queensland

**Please note: TAFE at Schools Programs are not available to students who select an ATAR Pathway.**

TAFE Queensland is the largest and most experienced provider of vocational education and training in the state. Year 11 and 12 students can choose to study from more than 50 exciting and varied certificate level vocational education and training (VET) courses. A TAFE at School certificate can be achieved in conjunction with your Senior studies whilst at school and count towards your Queensland Certificate of Education (QCE).

The TAFE at Schools Program offers students an on-campus experience attending class and/or sharing facilities with TAFE Queensland full-time students.

For any queries regarding the TAFE at Schools Program, either speak to Mr Darren Smith (Program Leader – Pathways) or email the team at TAFE Queensland - [schools.brisbane@tafe.qld.edu.au](mailto:schools.brisbane@tafe.qld.edu.au)



## Benefits

### Bypass QTAC with a Guaranteed Position

When you study a TAFE at School course, you are taking the first step on your path to higher education. Once you complete your TAFE at School certificate, you are guaranteed a place in any of TAFE Queensland's diploma courses. Many of the diploma courses have formal articulation arrangements with some of Australia's top universities.



### Trade Pathways

TAFE Queensland trade courses offer the perfect way for you to get the skills you need to secure an apprenticeship or traineeship in your dream career.

### Earn credit toward the QCE

Vocational Education and Training (VET) can contribute up to 8 points (Certificate III) toward a student's Queensland Certificate of Education (QCE) via completion of embedded certificates. TAFE at Schools programs are designed to

contribute the maximum credit possible, whilst providing a solid underpinning knowledge of the field of study.

## Eligibility

TAFE at Schools is available to students beginning Year 11 in 2024. TAFE at Schools requires a commitment from students to achieve the benefits of an accelerated qualification, and maximum credit toward QCE.

All students who would like to participate in TAFE at Schools must have both parental and school consent. It is an ongoing requirement that students are undertaking their Senior studies at a participating school during the course of their TAFE at Schools enrolment.



Students should only consider undertaking the program if they are able to commit to ongoing attendance requirements in line with the TAFE Queensland Brisbane's academic calendar, and personal conduct that meets the expectations of the TQ Student Rules.



## How much does it cost?

Students undertaking a nationally accredited qualification at TAFE Queensland as part of their Senior studies may pay substantially reduced or, in some cases, no tuition fees at all. However, there are material fees for all programs and an administration fee per calendar year and you'll need to meet these costs.

## How do I enrol?

Your VET Coordinator can provide you with more information. If you would like to find out more about the enrolment process and discuss student rules and expectations, program plans or participate in a campus tour then speak to one of our friendly team members.

Interested? Contact the TAFE School team at [schools.brisbane@tafe.qld.edu.au](mailto:schools.brisbane@tafe.qld.edu.au), call 07 3244 6123

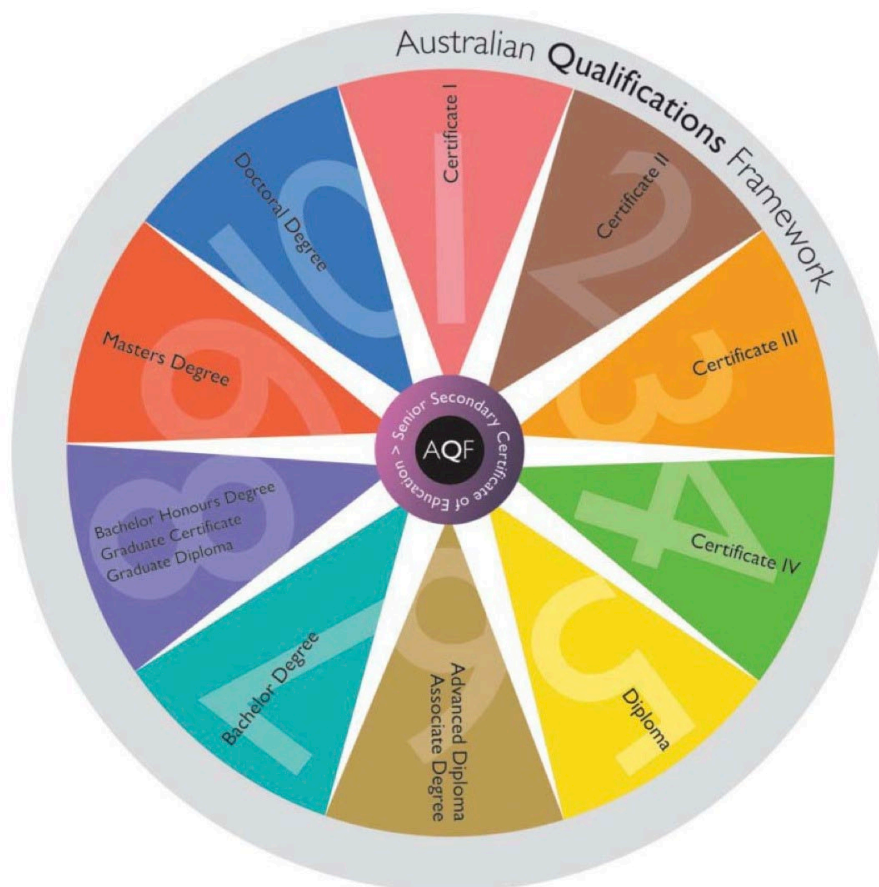
**\*\*VET courses, as well as apprenticeships, are not available to overseas students.**



# Appendix B

## Australian Qualifications Framework

The Australian Qualifications Framework is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.



One of the key objectives of the AQF is to facilitate pathways to, and through, formal qualifications. It also complements national regulatory and quality assurance arrangements for education and training. The AQF is split into 10 levels, ranging from certificate 1, all the way through to Doctoral degree, with higher education awards including levels 5-10. For more information on the individual AQF levels, visit the [AQF's levels webpage](#).