



St Joseph's College  
TOOWOOMBA

# Curriculum Handbook Senior - Year 11 & 12



Let's create  
your best  
future, *together.*



This page has been intentionally left blank.

## Contents

Teaching & Learning Framework.....	4
Senior Education Profile .....	5
Senior Subjects .....	6
General Syllabuses Structure.....	8
Applied Syllabuses Structure.....	9
Queensland Certificate of Education.....	10
Prerequisite Table .....	12
Vocational Education Training .....	13
QCAA Senior Syllabuses .....	14

### SUBJECTS

Study of Religion .....	15
Religion & Ethics .....	16
English .....	17
Literature .....	18
English & Literature Extension (Year 12 only) .....	19
Essential English .....	20
English as an Additional Language .....	21
French .....	22
Japanese .....	23
General Mathematics .....	24
Mathematical Methods .....	25
Specialist Mathematics .....	26
Essential Mathematics .....	27
Geography .....	28
Legal Studies .....	29
Modern History .....	30
Social and Community Studies .....	31
Tourism .....	32
Accounting .....	33
Economics .....	34
Physical Education .....	35
Biology .....	36
Chemistry .....	37
Physics .....	38
Psychology .....	39
Design .....	40
Fashion .....	41
Furnishing Skills .....	42
Digital Solutions .....	43
Drama .....	44
Drama in Practice .....	45
Music .....	46
Elective: Music Extension (Studied concurrently with Year 12 Music) .....	47
Visual Art .....	48
Visual Arts in Practice .....	49

### VET SUBJECTS

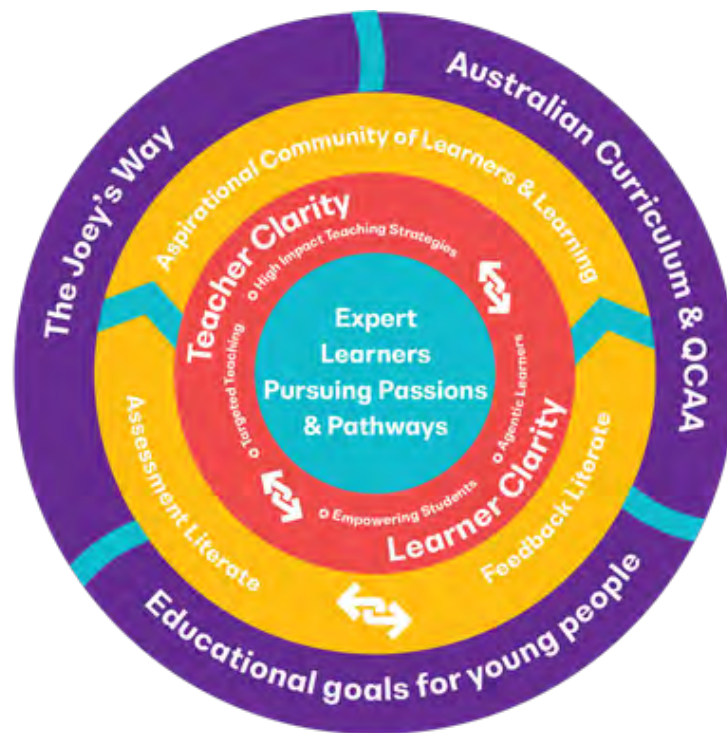
Vocational Education and Training .....	50
Certificate Courses Offered .....	51
at St Joseph's College.....	51
Certificate III in Business .....	52
Certificate III in Sport and Recreation .....	53
Certificate II in Sport and Recreation.....	53
Certificate II in Engineering Pathways.....	54
Certificate I in Construction Pathways.....	56
Certificate III in Information Technology .....	58
Certificate II in Kitchen Operations.....	60

- Please Note: Correct at time of publication
- Some subjects may not be offered each year due to insufficient demand





# Teaching & Learning Framework



## The St Joseph's College Teaching and Learning Framework

As an aspirational learning community, St Joseph's College embraces a culture of learning to empower young people to pursue their passions and meet the demands of their future pathways.

The St Joseph's College Teaching and Learning Framework is designed to guide the work of all teachers and learners as we seek to aspire to excellence for all students at the College. The framework clarifies beliefs about successful learners and effective learning in an aspirational community. The framework informs consistent practice with a common language based on evidence and research.

# Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.

This profile may include a:

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

## Statement of Results

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

For further information please refer to:

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce>







## Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. St Joseph's College offers General, Applied and VET courses.

Results in General and Applied subjects and VET certificates contribute to the awarding of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

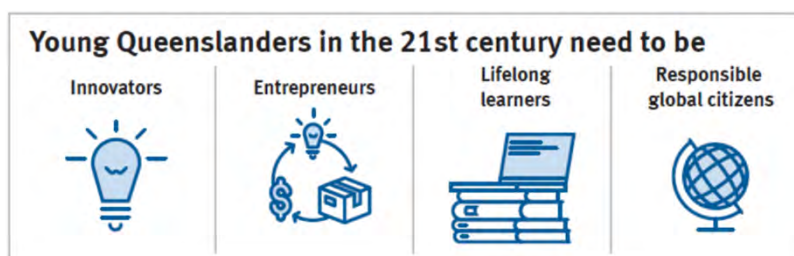
Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

### Underpinning Factors

All senior syllabuses are underpinned by:

**Literacy** — the set of knowledge and skills about language and texts essential for understanding and conveying content.

**Numeracy** — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.



### General Syllabuses

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

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



## Applied Syllabuses

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

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

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

## Vocational Education and Training (VET)

Students can access VET programs through the school if it:

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

## Australian Tertiary Admission Rank (ATAR) Eligibility

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

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.
- The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

## English Requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of the following subjects — English, Essential English, Literature, English as an Additional Language, or English & Literature Extension. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

## 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.





# 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 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 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. St Joseph's College levels of achievement to students and parents/carers using a five point scale (A - E).

### 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%.

### External Assessment

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.
- The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over
- summative internal assessment.



# Applied Syllabuses Structure

The syllabus structure consists of a course overview and assessment.

## Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the awarding of a QCE, and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study.

## Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4. Applied syllabuses do not use external assessment.

## Instrument-specific Standards Matrixes

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

## Essential English and Essential Mathematics — Common Internal Assessment

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

The CIA is:

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

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



# Queensland Certificate of Education

## About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

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

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



## More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au):

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

## 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	up to 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	
• QCAA Short Course in Literacy	up to 1
• QCAA Short Course in Numeracy	
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	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
• QCAA Short Course in Career Education	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

## Literacy & numeracy

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

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

### ● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements





## Prerequisite Table

### QCCA General Subjects

Senior General Subject	Prerequisite
Accounting	C in English and Mathematics.
Biology	B in Year 10 Science 1 or 2 and English.
Chemistry	B in Year 10 Science 1, Mathematics and English.
Design	B in English.
Digital Solutions	C in Year 9 or 10 Digital Tech
Drama	Recommended study of Year 10 Drama.
Economics	C in Year 10 English.
English	B in Year 10 English.
English & Literature Extension	A or B standard in Unit 1 + 2 in General English or Literature
Fashion	Study of Year 10 Fashion
French	Study of Year 10 French.
General Mathematics	C in Mathematics.
Geography	C in Humanities and English.
Japanese	Study of Year 10 Japanese.
Legal Studies	B in Humanities and English.
Literature	B in Year 10 English.
Mathematical Methods	B in Year 10 Mathematics Extension.
Modern History	B in Humanities and English.
Music	Recommended prior study of Music.
Music Extension - Offered in Year 12	B in Year 11 Music.
Physical Education	B in Year 10 HPE and English.
Physics	B in Year 10 Science 1 and Mathematics.
Psychology	C in Year 10 Science 1 or 2 and Mathematics.
Specialist Mathematics	Co-Requisite - Mathematical Methods B in Year 10 Mathematics Extension.
Study of Religion	C in Year 10 Religion and English.
Visual Art	C in Year 10 English.

## Vocational Education Training

St Joseph's College is recognised as a leader in Vocational Educational Training (VET). We focus on empowering students to meet the challenges of the continually evolving world in which they live. We pride ourselves on the close connections and partnerships established with industry and present opportunities for our students to develop knowledge and practical skills in an industry simulated setting.

Our Trades Skills Centre is a leading facility, providing students with access to:

- a fully equipped commercial kitchen and engineering workshop
- improved transition to work or further education and training
- industry networking partnerships
- qualified staff who are have currency with industry practices

Our VET students exit with real industry skills and nationally recognised qualifications, creating a pathway into many occupations.

In the new QCE system, achievement of a VET Certificate III or above, in combination with results in General subjects, can contribute to the calculation of a student's Australian Tertiary Admission Rank (ATAR). The approach recognises the role that VET plays in senior studies and the transition to employment, vocational and higher education pathways, while also ensuring that students have a sufficient breadth of academic subjects to cope with the demands of tertiary study.

### Stand Alone VET Subjects

Senior VET Subject	Prerequisite
ICT30120 Certificate III in Information Technology	No prerequisite.
SIT20416 Certificate II in Kitchen Operations*	At least one semester of Junior Home Economics
BSB30120 Certificate III in Business	No prerequisite.
MEM20413 Certificate II in Engineering Pathways	At least one semester of Metalwork
CPC10120 Certificate I in Construction (Students complete this course in Year 11 and enrol in Building and construction skills course (QCAA Applied).	At least one semester of Woodwork
SIS30115/SIS20115 Certificate III/Certificate II in Sport and Recreation (Dual Qualifications). All students will enrol in the certificate III Qualification.	No prerequisite.

\*Training package will change for 2023, another certificate course in Hospitality is being investigated.







## QCAA Senior Syllabuses - General and Applied

Please note that although the College is offering these subjects it will depend on student choice after the Subject Selection Evening.

The College may not be able to offer a subject due to class sizes or timetabling constraints. For the senior subjects below: (G) is a General Subject and (A) is an Applied Subject.

### Religion

- (G) Study of Religion
- (A) Religion & Ethics

### Design Technology

- (G) Design\*
- (A) Fashion\*
- (A) Furnishing Skills\*
- (G) Digital Solutions

### English and Languages

- (G) English
- (G) Literature
- (G) English & Literature Extension (Year 12 Only)
- (A) Essential English
- (G) English as an Additional Language
- (G) French\*
- (G) Japanese\*

### The Arts

- (G) Drama\*
- (A) Drama in Practice\*
- (G) Music\*
- (G) Music Extension (Year 12 Only)\*
- (G) Visual Art\*
- (A) Visual Art in Practice\*

### Mathematics

- (G) General Mathematics
- (G) Mathematical Methods
- (G) Specialist Mathematics
- (A) Essential Mathematics

### Humanities and Business

- (G) Geography\*
- (G) Legal Studies\*
- (G) Modern History\*
- (A) Social & Community Studies\*
- (A) Tourism\*
- (G) Accounting
- (G) Economics\*

\* THESE SUBJECTS WILL INCUR A LEVY FOR CONSUMABLES, EXCURSIONS AND CAMPS.

### Health and Physical Education

- (G) Physical Education

### Science

- (G) Biology\*
- (G) Chemistry
- (G) Physics
- (G) Psychology

# Study of Religion

## General Subject

### Course 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings. <ul style="list-style-type: none"><li>• Sacred texts</li><li>• Abrahamic Traditions</li></ul>	Religion and ritual. <ul style="list-style-type: none"><li>• Lifecycle rituals</li><li>• Calendrical rituals</li></ul>	Religious ethics. <ul style="list-style-type: none"><li>• Social ethics</li><li>• Ethical relationships</li></ul>	Religion, rights and the nation-state. <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): Examination - extended response	25%	Summative internal assessment 3 (IA3): Investigation – inquiry response	25%
Summative internal assessment 2 (IA2): Investigation – inquiry response	25%	Summative external assessment (EA): Examination — short response	25%

### Prerequisite

In order to succeed in this subject, students should have achieved at least a C in English.

# Religion & Ethics

## Applied Subject

### Course Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries

### Course Structure

Core	Modules
Who am I? The personal perspective Who are we? The relational perspective Is there more than this? The spiritual perspective	Meaning and purpose Indigenous Australian Spiritualities Ethics and morality Heroes and role models Social justice Religion and contemporary culture society Religious citizenship

Project	Investigation	Extended Response	Examination
A response to a single task, situation and/or scenario. A project must have two parts with different audiences and modes.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis / examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.

### Prerequisite

There are no prerequisites for this subject.

## General Subject

### Course 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts. <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>	Texts and culture. <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>	Textual connections. <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>	Close study of literary texts. <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	
Summative internal assessment 1 (IA1): Written response for a Public Audience	25%	Summative internal assessment 3 (IA3): Examination - imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response - persuasive spoken response	25%	Summative external assessment (EA): Examination — analytical written response	25%

### Prerequisite

In order to succeed in this subject, students should have achieved at least a B in Year 10 English.

# Literature

## General Subject

### Course 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 the roles of 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies. <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>	Intertextuality. <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> </ul>	Literature and identity. <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>	Independent explorations. <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	
Summative internal assessment 1 (IA1): Examination - analytical written response	25%	Summative internal assessment 3 (IA3): Extended response - imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response - imaginative spoken / multi-modal	25%	Summative external assessment (EA): Examination — analytical written response	25%

### Prerequisite

In order to succeed in this subject, students should have achieved at least a B in Year 10 English.



# English & Literature Extension (Year 12 only)

## General (Extension) Subject

### Course Objectives

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

- demonstrate understanding of literacy texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

### Course Structure

Unit 3	Unit 4
<p>Ways of reading:</p> <p>In this unit, students engage with various interpretive practices generated from a range of theoretical understandings about how meaning is made. They begin exploring different ways of reading or interpreting texts, and become familiar with various schools of thought and related reading practices.</p>	<p>Exploration and evaluation:</p> <p>In Unit 4, students are provided with opportunities to independently demonstrate and apply understanding of the theoretical approaches introduced in Unit 3.</p> <p>This unit is the culmination of students' learning and includes an extended academic research paper and an external examination.</p>

### Assessment

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

### Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response - reading and defence	20%	Summative internal assessment 3 (IA3): Extended response - academic research paper	35%
Summative internal assessment 2 (IA2): Extended response - complex transformation and defence	20%		
Summative external assessment (EA): 25% Examination - theorised exploration of unseen text			

### Prerequisite

Students should have achieved at least A or B in English and Literature in Year 11.

## Applied Subject

### Course Objectives

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

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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works. <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>	Texts and human experiences. <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>	Language that influences. <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>	Representations and popular culture texts. <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, 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): Extended response — spoken/signed response	25%	Summative internal assessment 3 (IA3): Extended response — Multimodal response	25%
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	25%	Summative internal assessment: Extended response — Written response	25%

### Prerequisite

There are no prerequisites for this subject.

# English as an Additional Language

## General Subject

### Course 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.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"><li>• Examining and shaping representations of culture in texts</li><li>• Responding to a variety of media and literary texts</li><li>• Creating analytical and persuasive texts</li></ul>	Perspectives in texts <ul style="list-style-type: none"><li>• Examining and shaping perspectives in texts</li><li>• Responding to literary texts, including a focus on Australian texts</li><li>• Creating imaginative and analytical texts</li></ul>	Issues, ideas and attitudes <ul style="list-style-type: none"><li>• Exploring representations of issues, ideas and attitudes in texts</li><li>• Responding to literary and persuasive texts</li><li>• Creating analytical and persuasive texts</li></ul>	Close study of literary texts <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 text</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 - analytical written response	25%	Summative internal assessment 3 (IA3): Extended response — Imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): Extended response - persuasive written response	25%	Summative internal assessment: Examination - analytical extended response	25%

### Prerequisite

In order to succeed in this subject, students should have achieved at least a B in Year 10 English.

**English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.**

## Elective: French

### General Subject

#### Course Objectives

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

- comprehend French 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 French 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 French

#### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie - My World. <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul>	L'exploration du monde - Exploring our world. <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of French culture to the world</li></ul>	Notre société - Our society. <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>	Mon avenir - My future. <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%

#### Prerequisite

Senior French is a continuation of French language study across Years 7 – 10. Students should have achieved a C standard in Year 10 French.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

## Elective: Japanese

### General Subject

#### Course 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

#### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
My World. <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul>	Exploring our world. <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>	Our society. <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>	My future. <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%

#### Prerequisite

Senior Japanese is a continuation of Japanese language study across Years 7 – 10. Students should have achieved a C standard in Year 10 Japanese.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**



# General Mathematics

## General Subject

### Course 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, and relations. <ul style="list-style-type: none"><li>• Consumer arithmetic</li><li>• Shape and measurement</li><li>• Linear equations and their graphs</li></ul>	Applied trigonometry, algebra, matrices and univariate data. <ul style="list-style-type: none"><li>• Applications of trigonometry</li><li>• Algebra and matrices</li><li>• Univariate data analysis</li></ul>	Bivariate data, sequences and change and Earth geometry. <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>	Investing and networking. <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): 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			

### Prerequisite

In order to succeed in this subject, students should have achieved at least a C in Year 10 Mathematics.

# Mathematical Methods

## General Subject

### Course 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations. <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>	Calculus and further functions. <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>	Further calculus. <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	Further functions and statistics. <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% The External Examination is split into 2x 25% (technology free and technology active)			

### Prerequisite

In order to succeed in this subject, students should have achieved a minimum of a B achievement in Year 10 Extension Mathematics or teacher recommendation.

# Specialist Mathematics

## General Subject

### Course Objectives

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

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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"><li>• Combinatorics</li><li>• Vectors in the plane</li><li>• Introduction to proof</li></ul>	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"><li>• Complex numbers 1</li><li>• Trigonometry and functions</li><li>• Matrices</li></ul>	Mathematical induction and further vectors, matrices and complex numbers <ul style="list-style-type: none"><li>• Proof by mathematical induction</li><li>• Vectors and matrices</li><li>• Complex numbers 2</li></ul>	Further calculus and statistical inference <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% The External Examination is split into 2 x 25% (technology free and technology active)			

### Prerequisite

In order to succeed in this subject, students should have achieved a minimum of a B achievement in Year 10 Extension Mathematics or teacher recommendation.

# Essential Mathematics

## Applied Subject

### 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Number, data and graphs.</li><li>• Fundamental topic: Calculations</li><li>• Number</li><li>• Representing data</li><li>• Graphs</li></ul>	<ul style="list-style-type: none"><li>• Money, travel and data.</li><li>• Fundamental topic: Calculations</li><li>• Managing money</li><li>• Time and motion</li><li>• Data collection</li></ul>	<ul style="list-style-type: none"><li>• Measurement, scales and data.</li><li>• Fundamental topic: Calculations</li><li>• Measurement</li><li>• Scales, plans and models</li><li>• Summarising and comparing data</li></ul>	<ul style="list-style-type: none"><li>• Graphs, chance and loans.</li><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): Problem-solving and modelling task	25%	Summative internal assessment 3 (IA3): Extended response — Multimodal response	25%
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	25%	Summative internal assessment: Problem-solving and modelling task	25%

### Prerequisite

There are no prerequisites for this subject.

# Elective: Geography

## General Subject

### Course 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones. <ul style="list-style-type: none"><li>• Natural hazard zones</li><li>• Ecological hazard zones</li></ul>	Planning sustainable places. <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>	Responding to land cover transformations. <ul style="list-style-type: none"><li>• Land cover transformations and climate change</li><li>• Responding to local land cover transformations</li></ul>	Managing population change. <ul style="list-style-type: none"><li>• Population challenges in Australia</li><li>• Global population change</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): Investigation – data report	25%
Summative internal assessment 2 (IA2): Investigation – field report	25%	Summative external assessment (EA): Examination — combination response	25%

### Prerequisite

Students choosing Geography are expected to have achieved at least a sound level of achievement in both English and Humanities in Year 10.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**



## Elective: Legal Studies

### General Subject

#### 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

#### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt. <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>	Balance of probabilities. <ul style="list-style-type: none"><li>• Civil law foundations</li><li>• Contractual obligations</li><li>• Negligence and the duty of care</li></ul>	Law, governance and change. <ul style="list-style-type: none"><li>• Governance in Australia</li><li>• Law reform within a dynamic society</li></ul>	Human rights in legal contexts. <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): Examination - combination response	25%	Summative internal assessment 3 (IA3): Investigation – argumentative essay	25%
Summative internal assessment 2 (IA2): Investigation – inquiry report	25%	Summative external assessment (EA): Examination — combination response	25%

#### Prerequisite

Students choosing Legal Studies are expected to have achieved at least B achievement in both English and Humanities in Year 10.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.

# Elective: Modern History

## General Subject

### Course Objectives

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

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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world. <ul style="list-style-type: none"><li>• Australian Frontier Wars, 1788–1930s</li><li>• American Revolution, 1763–1783</li></ul>	Movements in the modern world. <ul style="list-style-type: none"><li>• Women's movement since 1893</li><li>• African-American civil rights movement, 1954-1968</li></ul>	National experiences in the modern world. <ul style="list-style-type: none"><li>• Germany, 1914–1945</li><li>• Israel, 1948–1993</li></ul>	International experiences in the modern world. <ul style="list-style-type: none"><li>• Australian engagement with Asia since 1945</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): Examination - essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation – historical essay based on research	25%
Summative internal assessment 2 (IA2): Independent source investigation	25%	Summative external assessment (EA): Examination — short response to historical sources	25%

### Prerequisite

Students choosing Modern History are expected to have achieved at least a B level of achievement in both English and Humanities in Year 10.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

## Elective: Social and Community Studies

### Applied Subject

#### Course Objectives

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

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

#### Course Structure

The Social and Community course is designed around interrelated core topics and electives.

Core Topics	Electives
<ul style="list-style-type: none"><li>• Personal skills</li><li>• Interpersonal skills</li><li>• Citizenship skills</li></ul>	<ul style="list-style-type: none"><li>• Australia's place in the world</li><li>• Health: food and nutrition</li><li>• Health: recreation and leisure</li><li>• Into relationships</li><li>• Legally, it could be you</li><li>• Money management</li><li>• Today's society</li><li>• The world of work</li></ul>

#### Summative Assessments

Project	Investigation	Extended Response	Examination
A response to a single task, situation and/or scenario. A project must have two parts with different audiences and modes.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.

#### Prerequisite

There are no prerequisites for this subject.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

## Elective: Tourism

### Applied Subject

#### Course Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations

#### Course Structure

The Tourism course is designed around interrelated core topics and electives.

Core	Electives
<ul style="list-style-type: none"><li>• Tourism as an industry</li><li>• The travel experience</li><li>• Sustainable tourism</li></ul>	<ul style="list-style-type: none"><li>• Technology and tourism</li><li>• Forms of tourism</li><li>• Tourist destinations and attractions</li><li>• Tourism marketing</li><li>• Types of tourism</li><li>• Tourism client groups</li></ul>

#### Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including: one project, one examination and no more than two assessments from each technique.

#### Summative Assessments

Project	Investigation	Extended Response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis / examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and / or problems.

#### Prerequisite

There are no prerequisites for this subject.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.

# Elective: Accounting

## General Subject

### Course Objectives

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

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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting. <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>	Management effectiveness. <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>	Monitoring a business. <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>	Accounting — the big picture. <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 – combination response	25%	Summative external assessment (EA): Examination — short response	25%

### Prerequisite

In order to succeed in this subject, students should have achieved at least a C in English and Mathematics. It is not necessary to have studied Business and Economics during Year 10.

## Elective: Economics

### General Subject

#### 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

#### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models. <ul style="list-style-type: none"><li>• The basic economic problem</li><li>• Economic flows</li><li>• Market forces</li></ul>	Modified markets. <ul style="list-style-type: none"><li>• Markets and efficiency</li><li>• Case options of market measures and strategies</li></ul>	International economics. <ul style="list-style-type: none"><li>• The global economy</li><li>• International economic issues</li></ul>	Contemporary macroeconomics. <ul style="list-style-type: none"><li>• Macroeconomic objects 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): Examination - combination response	25%	Summative internal assessment 3 (IA3): Examination - extended response to stimulus	25%
Summative internal assessment 2 (IA2): Investigation – research report	25%	Summative external assessment (EA): Examination — combination response	25%

#### Prerequisite

In order to succeed in this subject, students should have achieved at least a C in English.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.



# Elective: Physical Education

## General Subject

### Course 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity. <ul style="list-style-type: none"><li>• Topic 1: Motor learning integrated with a selected physical activity</li><li>• Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity</li></ul>	Sport psychology, equity and physical activity. <ul style="list-style-type: none"><li>• Topic 1: Sport psychology integrated with a selected physical activity</li><li>• Topic 2: Equity - barriers and enablers</li></ul>	Tactical awareness, ethics and integrity and physical activity. <ul style="list-style-type: none"><li>• Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li><li>• Topic 2: Ethics and integrity</li></ul>	Energy, fitness and training and physical activity. <ul style="list-style-type: none"><li>• Topic 1: Energy, fitness and training integrated with one selected</li><li>• 'Invasion', 'Net and court' or 'Performance' physical activity</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	30%
Summative internal assessment 2 (IA2): Investigation – report	20%	Summative external assessment (EA): Examination — combination response	25%

### Prerequisite

Students should have achieved a C in English and a B standard in Year 10 HPE is also recommended. Students are required to make a commitment to all practical components listed above.

## Elective: Biology

### General Subject

#### Course 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

#### Course Structure

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

#### Prerequisite

In order to succeed in this subject, students should have achieved a B standard in English and Year 10 Science 1 or 2.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

## Elective: Chemistry

### General Subject

#### Course 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

#### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions. <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>	Molecular interactions and reactions. <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>	Equilibrium, acids and redox reactions. <ul style="list-style-type: none"><li>• Chemical equilibrium systems</li><li>• Oxidation and reduction</li></ul>	Structure, synthesis and design. <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			

#### Prerequisite

In order to succeed in this subject, students should have achieved a B standard in English and Year 10 Science 1.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

## Elective: Physics

### General Subject

#### Course 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

#### Course Structure

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

#### Prerequisite

In order to succeed in this subject, students should have achieved at least a B standard in English, Mathematics, and Science 1.

# Elective: Psychology

## General Subject

### Course 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
- communicates understandings, findings, arguments and conclusions

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development. <ul style="list-style-type: none"><li>• Psychological Science A</li><li>• The role of the brain</li><li>• Cognitive Development</li><li>• Human Consciousness and sleep</li></ul>	Individual Behaviour. <ul style="list-style-type: none"><li>• Psychological science B</li><li>• Intelligence</li><li>• Diagnosis</li><li>• Psychological disorders and treatment</li><li>• Emotion and motivation</li></ul>	Individual thinking. <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>	The influence of others. <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			

### Prerequisite

In order to succeed in this subject, students should have achieved at least a C in Year 10 Science 1 or 2.

## Elective: Design

### General Subject

#### Course 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

#### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice. Fundamental topic: <ul style="list-style-type: none"><li>• Calculations</li><li>• Number</li><li>• Representing data</li><li>• Graphs</li></ul>	Commercial Design. <ul style="list-style-type: none"><li>• Explore – client needs and wants</li><li>• Develop – collaborative design</li></ul>	Human-center design. <ul style="list-style-type: none"><li>• Designing with empathy</li></ul>	Sustainable design. <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): Examination - design challenge	15%	Summative internal assessment 3 (IA3): Project	25%
Summative internal assessment 2 (IA2): Project	35%	Summative external assessment (EA): Examination — design challenge	25%

#### Prerequisite

In order to succeed in this subject, it would be preferable that student have undertaken one semester of Year 10 Design.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**



## Elective: Fashion

### Applied Subject

#### Course Objectives

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences

#### Course Structure

Core	Elective
Fashion Culture Fashion Technologies Fashion Design	Fashion contexts <ul style="list-style-type: none"><li>• Unit 1 : Fashion in History</li><li>• Unit 2 : Fashion Designers</li><li>• Unit 3 : Theatrical Design</li><li>• Unit 4 : Sustainable Clothing</li></ul>

#### Assessment

Project	Extended Response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

#### Prerequisite

In order to succeed in this subject, it would be preferable that student have undertaken one semester of Year 10 Fashion.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.

## Elective: Furnishing Skills

### Applied Subject

#### Course 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 particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products and make recommendations

#### Course Structure

Core	Elective
Industry Practices Production Process	Furniture-making plus at least two other electives: <ul style="list-style-type: none"><li>• Cabinetmaking</li><li>• Furniture finishing</li><li>• Glazing and framing</li><li>• Upholstery</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).

#### Summative Assessments

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.

#### Prerequisite

In order to succeed in this subject, students should have achieved a C in Design Technology Wood in Years 9 or 10. Students are to adhere to Workplace Health and Safety guidelines and practices while undertaking practical work.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

# Elective: Digital Solutions

## General Subject

### Course 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

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code. <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>	Application and data solutions. <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>	Digital innovation. <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>	Digital impacts. <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): Investigation - technical proposal	20%	Summative internal assessment 3 (IA3): Project - folio	25%
Summative internal assessment 2 (IA2): Project - digital solution	30%	Summative external assessment (EA): Examination	25%

### Prerequisite

In order to succeed in this subject, students should have achieved at least a C in Year 9 and 10 Digital Technologies.

## Elective: Drama

### General Subject

#### Course 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

#### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <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>	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"><li>• Realism, including Magical Realism, Australian Gothic</li><li>• Associated conventions of styles and texts</li></ul>	Challenge How can we use drama to challenge our understanding of humanity? <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>	Transform How can you transform dramatic practice? <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			

#### Prerequisite

The study of Year 9 and 10 Drama is recommended and to a C standard. A grade of B in Year 10 English is also recommended.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

# Elective: Drama in Practice

## Applied Subject

### Course Objectives

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

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

### Course Structure

Core	Electives
Dramatic Principles Dramatic Practices	<ul style="list-style-type: none"><li>• Acting (stage and / or screen)</li><li>• Career pathways</li><li>• Community theatre</li><li>• Contemporary theatre</li><li>• Directing</li><li>• Play building</li><li>• The theatre industry</li><li>• Theatre through the ages</li><li>• World theatre</li><li>• Technical design and production</li><li>• Scriptwriting</li></ul>

### Assessment

Drama in Practice Assessment Techniques:

- Project
- Performance
- Product
- Extended Response
- Investigation

### Prerequisite

There is no prerequisite for this subject.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.



# Elective: Music

## General Subject

### Course 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

### Course Structure

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

### Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative Assessments

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

### Prerequisite

It is preferable students will have completed one or two units in Year 9 and Year 10 Music or participated in Instrumental / Vocal music to Grade 3 (AMEB) standard.

Students who choose to study Music, it is a distinct advantage if students are studying an instrument or voice, in conjunction with the Senior Music Course.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

## Elective: Music Extension (Studied concurrently with Year 12 Music)

### General (Extension) Subject

#### Course 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

#### Course Structure

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

#### Specialisation

Students engage in subject matter and learning and choose to specialize in ONE of three areas:

- Composition
- Performance
- Musicology

#### 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): Performance Project	35%
Summative internal assessment 2 (IA2): Investigation 2	20%		
Summative external assessment (EA): 25% Examination			

#### Prerequisite

Students should have achieved at least B for the chosen area of specialisation.

## Elective: Visual Art

### General Subject

#### Course 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

#### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as Lens</b> Through inquiry learning, the following are explored: <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 time-based</li> </ul>	<b>Art as Code</b> Through inquiry learning, the following are explored: <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>	<b>Art as Knowledge</b> Through inquiry learning, the following are explored: <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>	<b>Art as Alternate</b> Through inquiry learning, the following are explored: <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			

#### Prerequisite

A C standard in English would be beneficial.

Students in Visual Arts will, at times, need to source their own materials for their artworks or projects.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

## Elective: Visual Arts in Practice

### Applied Subject

#### Course Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas

#### Course Structure

Core	Electives
Visual mediums, technologies, techniques. Visual literacies and contexts. Artwork realisation	<ul style="list-style-type: none"><li>• 2D</li><li>• 3D</li><li>• Design</li></ul>

#### Assessment

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

At least two projects, with at least one project arising from community connections

At least one product (composition), separate to an assessable component of a project.

Project	Product
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.

#### Prerequisite

A C standard in English Year 10 would be beneficial.

Students in Visual Arts in Practice will, at times, need to source their own materials for their artworks or projects.

**THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.**

## Vocational Education and Training

These subjects are competency based and are solely aimed at Certificate qualifications. Students will be awarded a Certificate on completion or awarded a statement of attainment for completed competencies, providing St Joseph's College has been supplied with the student's Unique Student Identifier (USI). As the course is competency based there is no grade awarded during reporting or on the Senior Statement, but all competencies and the completion of the certificate are stated on the Senior Statement and contribute towards the Queensland Certificate of Education (QCE).

These courses are designed for students wanting Certificate qualifications and are interested in continuing with further studies or employment within these area, either while at school or post Year 12.

Please note: VETiS funded by the VET investment budget is fee-free for students. The VET investment budget will only fund ONE employment stream qualification while the student is attending school. Students should choose carefully should they take up this option in Year 11 as a further fee-free qualification will not be available to them in Year 12.

Please refer to the Queensland Government's student fact sheet developed specifically for VETiS program: <https://desbt.qld.gov.au/training>

For further information for all VET and course costs, certificates offered at the College and for information regarding external training organisations, please contact The Careers Team ([careers@sjc.qld.edu.au](mailto:careers@sjc.qld.edu.au))

### Stand alone VET subjects

SENIOR VET SUBJECT	PREREQUISITE
ICT30120 Certificate III in Information Technology - 8 QCE points	No pre-requisite is required
SIT20416 Certificate II in Kitchen Operations* - 4 QCE points *Training package will change for 2023, another certificate course in Hospitality is being investigated.	Should have completed at least one semester of Junior Home Economics
MEM20413 Certificate II in Engineering Pathways - 4 QCE points	Should have undertaken a Metalwork subject in Year 9 or 10.
CPC101520 Certificate I in Construction and Building This course would be completed in Year 11. Upon completion, enrolment into the 'Building and Construction Skills' course would occur in Year 12. This is a QCAA Applied subject. in Year 12, students would complete two units of this course. The successful completion of: Certificate I in Construction: 3 QCE points Building and Design (2 units) - 2 QCE points* (1 QCE point per unit completed) <b>THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.</b>	Should have undertaken a Woodwork subject in Year 9 or 10.
BSB30120 Certificate III in Business	No pre-requisite is required.
SIS30115 / SIS20115 Certificate III in Sport & Recreation / Certificate II in Sport & Recreation <b>THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.</b>	No pre-requisite is required.



## Certificate Courses Offered at St Joseph's College

Course Code	Course Name	Registered Training Organisation	RTO Code	Cost	Cost Fee for Service	QCE Points	Contribute to ATAR
BSB30120	Certificate III in Business	Binnacle Training	31319	\$320*		8	Yes
SIS30115/ SIS20115	Certificate II + III in Sport and Recreation (Dual qualification)  *Including a first aid certificate *may incur a subject levy	Binnacle Training	31319	\$265* Certificate III \$70* Gap \$55* First Aid		7-8	Yes
CPC1020	Certificate I in Construction	Blue Dog Training	31193	\$0* VETis Funded	\$1200	3	No
	Building and Construction Skills (one unit)	Applied Course				1	No
MEM20413	Certificate II in Engineering Pathways	Blue Dog Training	31193	\$0* VETis Funded	\$1200	4	No
SIT20416	Certificate II in Kitchen Operations**	TAFE Queensland Powered by IVET	0275	\$450* OR VETis Funded		4	No
ICT30120	Certificate III in Information Technology	TAFE Queensland Powered by IVET	0275	\$400* (billed once)	NA	8	Yes

\*Prices accurate at time of printing, subject to change without notice.

\*\*Training package will change for 2023, another certificate course in Hospitality is being investigated.

For further information on course costing, please see the Careers Team

# Certificate III in Business

## BUSINESS VET COURSE

## BSB30120 CERTIFICATE III IN BUSINESS

### REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

### DELIVERY OVERVIEW

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. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

### ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### LANGUAGE, LITERACY AND NUMERACY SKILLS

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

### COURSE OUTLINE

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills – including leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities.

### ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

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

Evidence contributing towards competency will be collected throughout the course.

### COURSE SCHEDULE – YEAR 1

- Introduction to the Business Services Industry
- Personal Wellbeing in the Workplace
- Organise Personal Work Priorities
- Develop and Apply Knowledge of Personal Finances
- Workplace Health and Safety and Sustainable Work Practices
- Inclusive Work Practices and Workplace Communication

### COURSE SCHEDULE – YEAR 2

- Working in a Team
- Critical Thinking Skills
- Creating Electronic Presentations
- Producing Business Documents
- Delivering Customer Service

*Finalisation of qualification: BSB30120 Certificate III in Business*

### PATHWAYS

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries. For example:

- Administration Officer
- Customer Service Assistant
- Duty Manager

Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Business or Tourism) at another RTO or a Bachelor of Business, or similar, at a University.

### COST

**\$265.00** = Binnacle Training Fee

**\*Additional charges at the schools discretion:**

- **\$20.00** = Binnacle Boss Project Start Up Capital (Term 6/7 Major Project)
- **{ \$ insert here }** = Excursions/Discovery days to other outside venues to participate in and to conduct business activities.

### PROGRAM DISCLOSURE STATEMENT

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.



**Binnacle  
Training**  
RTO Code 31319

# Certificate III in Sport and Recreation + Certificate II in Sport and Recreation

## SPORT AND RECREATION VET COURSE

## SIS30115 CERTIFICATE III IN SPORT AND RECREATION + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

### REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

### DELIVERY OVERVIEW

SIS30115 Certificate III in Sport and Recreation (with entry qualification SIS20115 Certificate II in Sport and Recreation) is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Successful completion of the Certificate III in Sport and Recreation contributes a maximum 7 credits towards a student's QCE. 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.

### ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### LANGUAGE, LITERACY AND NUMERACY SKILLS

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

### COURSE OUTLINE

Students will participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments. This program also includes the following:

- [First Aid](#) qualification and [CPR](#) certificate
- Officiating and coaching accreditations (general principles or, in certain cases, sport-specific)

### ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include practical activities involving participants, group work and

practical experience within the school sporting programs. Evidence contributing towards competency will be collected throughout the course.

### COURSE SCHEDULE – YEAR 1

- The Sport, Fitness and Recreation Industry
- Officiating/Coaching General Principles
- Work Health and Safety in Sport and Fitness
- Delivery of Community Sport Programs & Customer Service
- Using Technology
- First Aid and CPR Certificate

*Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation*

### COURSE SCHEDULE – YEAR 2

- Developing Coaching Practices
- Organising Work Schedules
- Facilitating Groups
- Planning and Conducting Sport Programs
- Personal Development
- Sport-Specific Coaching Sessions

*Finalisation of qualification: SIS30115 Certificate III in Sport and Recreation*

### 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 Coaching or Fitness) at another RTO.

### COST

- **\$265.00** = Binnacle Training Fee - Certificate II entry qualification
- **\$70.00** = Binnacle Training Fee - Certificate III Gap Fee
- **\$55.00** = First Aid Certificate costs
- **{ \$ insert here }** = Excursions to other outside venues to participate in and to conduct sport activities.

### PROGRAM DISCLOSURE STATEMENT

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the facilitation of training and assessment services).

To access Binnacle's PDS, visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto) and select 'RTO Files'.

# Certificate II in Engineering Pathways

## MEM20413 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):  
Blue Dog Training (RTO Code: 31193)  
www.bluedogtraining.com.au  
07 3166 3960



**QCE Points:** 4

### Description

The qualification MEM20413 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

### Application

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

### Eligibility - Cost

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

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

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

## Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

### Core

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

### Elective

MEM18001C	Use hand tools
MEM16008A	Interact with computing technology
MEM18002B	Use power tools/hand held operations
MEMPE002A	Use electric welding machines
MEM16006A	Organise and communicate information
MSAPMSUP106A	Work in a team
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MEMPE001A	Use engineering workshop machines

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

# Certificate I in Construction Pathways

## CPC10120 Certificate I in Construction

Registered training organisation (RTO):

Blue Dog Training (RTO Code: 31193)

[www.bluedogtraining.com.au](http://www.bluedogtraining.com.au)

07 3166 3960



**QCE Points:** 3

### Description

The qualification CPC10120 Certificate I in Construction provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

### Application

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

### Eligibility - Cost

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

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

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.

[https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)



## Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

### Core

CPCCCM2004*	Handle construction materials
CPCCCM2005*	Use construction tools and equipment
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS1001#	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirement, policies and procedures in the construction industry

### Elective

CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001*	Read and interpret plans and specifications

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

Notes:

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

# Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site.

Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.



## ICT30120 Certificate III in Information Technology

The Certificate III in IT program also develops a broad set of fundamental skills as described under the Certificate II but offers further breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.

Like the Cert II, the program composition can easily be customised to exclude and include certain units (permissible substitute electives) in order to create a particular flavour or specialisation the school and student cohort may require.



### Learning Areas

- Common digital technologies
- Common business software applications
- Operating systems
- Hardware care and maintenance
- Standard diagnostics
- Web presence through social media
- Cyber security and device security and protection
- Introductory programming techniques
- Information ethics and security
- Critical and creative thinking skills
- Teamwork and workplace etiquette
- Safe and sustainable work practices



## Course Structure – 2023

	UNITS (YEAR 1)	TYPE	NOMINAL HOURS	WEEKS DELIVERY
BSBXTW301	Work in a team	Core	35	6
ICTICT213	Use computer operating systems and hardware	Elective	60	10
ICTICT214	Operate application software packages	Elective	60	10
ICTSAS311	Maintain computer hardware (new version of ICTSAS303)	Elective	20	3
ICTSAS308	Run standard diagnostic tests	Elective	15	2
BSBCRT301	Develop and extend critical and creative thinking skills	Core	40	6
ICTWEB306	Develop web presence using social media	Elective	25	4
BSBXCS301	Protect own personal online profile from cyber security threats	Elective	25	4
ICTSAS305	Provide ICT advice to clients	Core	35	6
BSBXCS303	Securely manage personally identifiable information and workplace information	Core	35	6
ICTPRG302	Apply introductory programming techniques	Core	40	6
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Core	45	7
<b>TOTAL</b>			<b>435</b>	<b>70</b>

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 70-week delivery period (over 2 years).



### COURSE DURATION

**2 Years**

### REQUIRED WEEKLY TIME COMMITMENT (Scheduled<sup>a</sup>)

**In-class**

**5 hrs**

**Homework**

**1 hrs**



<sup>a</sup>Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways – this will be documented in the course's Master Training & Assessment Strategy and via the completion of an IVET Course Planning Tool, which will also confirm the unit selections, in the event of customisation.

## Permissible Substitutes

The units below are the remaining electives from within the qualification's packaging that are available for selection by schools.

These elective units can only be substituted/swapped with other elective units, but not added – i.e. the total number of units cannot be increased.

The core units (see above) cannot be substituted and must be retained.

	UNITS	TYPE	NOMINAL HOURS
BSBXCS302	Identify and report online security threats	Elective	25
CUAANM301	Create 2D Digital Animation	Elective	60
ICTICT215	Operate digital media technology packages	Elective	40
ICTICT309	Create ICT user documentation	Elective	20
ICTSAS214	Protect devices from spam and destructive software	Elective	10
ICTSAS309	Maintain and repair equipment and software	Elective	25
ICTWEB304	Build simple web pages	Elective	50
ICTWEB305	Produce digital images for the web	Elective	30

Further units may be available to import from other qualifications or training packages. In the event that your school has a specific need for a unit not listed above, please consult your School Relationship Officer.



**Important** – As the student resource is printed as a standardised course book, the unit-based resource for any substitute units will only be available in soft copy for the school/students to self-print.

# Certificate II in Kitchen Operations

\*Training package will change for 2023, another certificate course in Hospitality is being investigated.

## CERTIFICATE II IN KITCHEN OPERATIONS

COURSE CODE: SIT20416

VETIS FUNDED\* Powered by 

CORE UNITS	
BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery <sup>^</sup>
SITHCCC011	Use cookery skills effectively <sup>^</sup>
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices
ELECTIVE UNITS (select 5 electives from below)	
BSBSUS201	Participate in environmentally sustainable work practices
SITXCOM002	Show social and cultural sensitivity
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes <sup>^</sup>
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads <sup>^</sup>
SITHIND002	Source and use information on the hospitality industry
SITHCCC007	Prepare stocks, sauces and soups <sup>^</sup>
BSBCMM201	Communicate in the workplace
HLTAID011	Provide first aid
SITXCCS003	Interact with customers
SITHFAB005	Prepare and serve espresso coffee <sup>^</sup>
SITHFAB004	Prepare and serve non-alcoholic beverages <sup>^</sup>
SITHFAB007	Serve food and beverage <sup>^</sup>

<sup>^</sup> Assessors must have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

PATHWAY OPTIONS	CAREER OUTCOMES
Certificate II in Kitchen Operations SIT20416	Fast food cook, catering assistant
APPRENTICESHIPS	
Certificate III in Commercial Cookery (full-time or school-based Apprenticeship) SIT30821	Cook, commercial cook, bistro cook
Certificate IV in Kitchen Management SIT40521	Chef, chef de partie
Diploma of Hospitality Management SIT50416	Motel manager, sous chef, restaurant manager, banquet manager, functions manager, cafe or restaurant manager, bar manager
UNIVERSITY PATHWAYS	
Bachelor of International Tourism and Hotel Management – Griffith University	
Bachelor of Business – William Blue College of Hospitality and Management	
Bachelor of Business – University of the Sunshine Coast	
Bachelor of Tourism and Hospitality Management – Southern Cross University	

\*No cost to student or school. Subsidised by the Queensland Government under the VET in Schools Program (VETiS). For eligibility go to [www.training.qld.gov.au/providers/funded/vetis](http://www.training.qld.gov.au/providers/funded/vetis)



SERVICES INDUSTRIES | HOSPITALITY AND COOKERY

### DELIVERY

Third Party – Powered by IVET

### DURATION

4 Terms  
8 terms

### QCE CREDITS

4 credits

### TOTAL UNITS

13

### CORE UNITS

8

### ELECTIVE UNITS

5

Please note: Subject to Training Package review and TAFE Queensland registration in 2022.

This course provides a pathway to work back of house in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care facilities, hospitals and schools.

This page has been intentionally left blank.





54 James Street Rangeville QLD 4350 | [enrolments@sjc.qld.edu.au](mailto:enrolments@sjc.qld.edu.au) | [www.sjc.qld.edu.au](http://www.sjc.qld.edu.au)