St Joseph's College

TOOWOOMBA

Curriculum Handbook
Senior - Year 11 & 12

The Joey's Way

Australian Curriculum & QCAA

Aspirational Community of Learners & Learning

Teacher Clarity
• High Impact Teaching Strategies

Expert Learners Pursuing Passions & Pathways

Learner Clarity

Assessment Literate

Feedback Literate

Educational goals for young people

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

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Contents

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

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 (SEE) and Short Courses. St Joseph's College offers General, Applied, VET courses, and the short courses in Literacy and Numeracy. Students may enrol in the SEE on an individual basis in consultation with the College.

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.

Young Queenslanders in the 21st century need to be: Innovators, Entrepreneurs, Lifelong learners, Responsible global citizens

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.

What are the 21st century skills in the General senior syllabuses?

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.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

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

Literacy & numeracy

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

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:

- 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 • QCAA Short Course in Numeracy	up to 1
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 • QCAA Short Course in Career Education	up to 1
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

Senior General Subject	Prerequisite
Accounting	B in English and Mathematics. Recommend BUA.
Biology	B in Year 10 General Science or Applied Science and English.
Chemistry	B in Year 10 General Science, Mathematics and English.
Design	B in English and undertaken one semester of Year 10 Design.
Digital Solutions	C in Year 9 or 10 Digital Tech
Drama	Recommended Year 9 and 10 Drama to a C standard and B in Year 10 English.
Economics	B 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	C in Year 10 French.
General Mathematics	C in Mathematics.
Geography	B in Humanities and English.
Japanese	C in 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.
Physical Education	C in English and a B in Year 10 HPE.
Physics	B in Year 10 General Science, English and Mathematics.
Psychology	B in Year 10 General Science or Applied Science 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 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.
BSB30120 Certificate III in Business	No prerequisite.
MEM20422 Certificate II in Engineering Pathways	No prerequisite but it is recommended to have completed at least one semester of metalwork.
CPC10120 Certificate I in Construction + CPC20220 Certificate II in Construction Pathways	No prerequisite but it is recommended to have completed at least one semester of woodwork.
SIS20115/SIS30115 Certificate II & Certificate III in Sport and Recreation (Dual Qualifications). All students will enrol in the Certificate III Qualification.	No prerequisite.

QCAA Senior Syllabuses - General and Applied

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

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

English and Languages
(G) English
(G) Literature
(G) English & Literature Extension (Yr 12)
(A) Essential English
(G) French*
(G) Japanese*

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*

Health and Physical Education
(G) Physical Education

Science
(G) Biology*
(G) Chemistry
(G) Physics
(G) Psychology

Design Technology
(G) Design*
(A) Fashion*
(A) Furnishing Skills*
(A) Hospitality Practices*
(G) Digital Solutions

The Arts
(G) Drama*
(A) Drama in Practice*
(G) Music*
(G) Visual Art*
(A) Visual Art in Practice*

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

External Courses and VET

School VET
Certificate III in Information Technology
Certificate II in Engineering Pathways
Certificate I in Construction + Certificate II in Construction Pathways
Certificate III in Business
Certificate II & III in Sport and Recreation

Externally Delivered Electives

Health Hub Program (Healthcare)
Certificate II in Health Support Services
Certificate III in Health Services Assistance

Unity College
Certificate IV in Crime and Justice

Aurora Training Institute
Diploma of Business

University of Southern Queensland
Head Start

TAFE Queensland
In consultation with Careers Team

TCSO (Toowoomba Catholic Schools Office) Hybrid
(G) Aerospace Systems

* THESE SUBJECTS WILL INCUR A LEVY.

Study of Religion

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. • Sacred texts • Abrahamic Traditions	Religion and ritual. • Lifecycle rituals • Calendrical rituals	Religious ethics. • Social ethics • Ethical relationships	Religion, rights and the nation-state. • Religion and the nation state • Religion and Human Rights

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

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

- Explain religious, spiritual and ethical principles and practices.
- Examine religious, spiritual and ethical information.
- Apply religious, spiritual and ethical knowledge.
- Communicate responses.
- Evaluate projects.

Course Structure

Religion & Ethics is a four-unit course of study. All units have comparable complexity and challenge in learning and assessment. Each unit contains two pieces of assessment: Extended Response/ Investigation and Project.

The following units will be studies across the two-year period:

Unit option A: Australian identity
In this unit, students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices. Students explore perspectives and approaches in Australia's evolving society. They develop an understanding about how different contexts have influenced perspectives and approaches over time and their impact on the formation of identity.

Unit option B: Social Justice
In this unit, students are introduced to religious, spiritual and ethical principles as they consider a range of social justice issues. They consider the quality of human like and human dignity as they learn about equality and equity across the world and in Australia. Students explore how religious, spiritual and ethical principles influence perceptions and judgments, and how moral decision making is related to structures in society.

Unit option C: Meaning, purpose and expression
In this unit, students are introduced to various contemporary forms of religious, spiritual and ethical expressions in different contexts to explore how individuals and communities create meaningful and purposeful lives. Humanity's search for meaning and purpose in life through religious, spiritual and ethical expression is common across cultures, countries and communities. By engaging with a variety of contexts, students explore how religious, spiritual and ethical belief systems have influenced expression and help people to create and maintain a meaningful and purposeful existence in the 21st century.

Unit option D: World religions and spiritualities
In this unit, students explore how people seek, explore and express beliefs and practices through the living systems of the world religions and spiritualities, including the world's indigenous peoples. Religions and spiritualities support dynamic and complex expressions of world views, beliefs, values, culture and community. By exploring a variety of community contexts, students investigate how religions and spiritualities influence and shape the experience and interactions of individuals and communities. Students seek to know how understanding and respecting religions and spiritualities can help foster a more harmonious society.

Prerequisite

There are no prerequisites for this subject.

English

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

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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. • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	Intertextuality. • Ways literary texts connect with each other – genre, concepts and contexts • Ways literary texts connect with each other – style and structure	Literature and identity. • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	Independent explorations. • Dynamic nature of literary interpretation • Close examination of style, structure and subject matte • Creating analytical and imaginative texts

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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
Ways of reading: 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.	Exploration and evaluation: In Unit 4, students are provided with opportunities to independently demonstrate and apply understanding of the theoretical approaches introduced in Unit 3. This unit is the culmination of students' learning and includes an extended academic research paper and an external examination.

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): Examination - theorised exploration of unseen text	25%

Prerequisite

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

Essential English

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

Assessment

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.

Elective: French

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. • Family/carers and friends • Lifestyle and leisure • Education	L'exploration du monde - Exploring our world. • Travel • Technology and media • The contribution of French culture to the world	Notre societe - Our society. • Roles and relationships • Socialising and connecting with my peers • Groups in society	Mon avenir - My future. • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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. - Family/carers and friends - Lifestyle and leisure - Education	Exploring our world. - Travel - Technology and media - The contribution of Japanese culture to the world	Our society. - Roles and relationships - Socialising and connecting with my peers - Groups in society	My future. - Finishing secondary school, plans and reflections - Responsibilities and moving on

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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

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. • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data. • Applications of trigonometry • Algebra and matrices • Univariate data analysis	Bivariate data, sequences and change and Earth geometry. • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	Investing and networking. • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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. • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	Calculus and further functions. • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	Further calculus. • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	Further functions and statistics. • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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 • Combinatorics • Vectors in the plane • Introduction to proof	Complex numbers, trigonometry, functions and matrices • Complex numbers 1 • Trigonometry and functions • Matrices	Mathematical induction and further vectors, matrices and complex numbers • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	Further calculus and statistical inference • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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
• Number, data and graphs. • Fundamental topic: Calculations • Number • Representing data • Graphs	Money, travel and data. • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	Measurement, scales and data. • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	Graphs, chance and loans. • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task	25%	Summative internal assessment 3 (IA3): Problem-solving and modelling task	25%
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	25%	Summative internal assessment: Internal Exam	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. • Natural hazard zones • Ecological hazard zones	Planning sustainable places. • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	Responding to land cover transformations. • Land cover transformations and climate change • Responding to local land cover transformations	Managing population change. • Population challenges in Australia • Global population change

Assessment
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 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: 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. - Legal foundations - Criminal investigation process - Criminal trial process - Punishment and sentencing	Balance of probabilities. - Civil law foundations - Contractual obligations - Negligence and the duty of care	Law, governance and change. - Governance in Australia - Law reform within a dynamic society	Human rights in legal contexts. - Human rights - The effectiveness of international law - Human rights in Australian contexts

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. • Australian Frontier Wars, 1788–1930s • American Revolution, 1763–1783 or Russian Revolution, 1905-1920s	Movements in the modern world. • Women's movement since 1893 • African-American civil rights movement, 1954-1968 or Independence movement in India, 1857-1947	National experiences in the modern world. • Germany, 1914–1945 • Israel, 1948–1993 or China, 1931-1976	International experiences in the modern world. • Australian engagement with Asia since 1945 • Cold War, 1945-1991

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
Social and Community Studies is a four-unit course of study. Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment.

Selected units
Unit A – Lifestyle and Financial Choices
Unit B – Healthy Choices Mind and Body
Unit C – Relationships and Work Environment
Unit E – Australia and its place in the world

Assessment
For Social and Community Studies, assessment from Units 3-4 is used to determine the student's exit result and consists of four instruments.

Project		Investigation	Extended Response
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.
Product	Evaluation		
One of the following:	One of the following:	One of the following:	One of the following:
• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media. • Spoken: up to 4 minutes, or signed equivalent. • Written: up to 800 words.	• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media. • Spoken: up to 3 minutes, or signed equivalent. • Written: up to 500 words.	• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media. • Spoken: up to 7 minutes, or signed equivalent. • Written: up to 1000 words.	• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media. • Spoken: up to 7 minutes, or signed equivalent. • Written: up to 1000 words.

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

Tourism is a four-unit course of study. Units and assessments have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment.

Selected units

Unit A – Tourism and Travel
Unit B – Tourism Marketing
Unit C – Tourism Trends and Patterns
Unit E – Tourism Industry and Careers

Assessment

For Tourism, assessment from Units 3-4 is used to determine the student's exit result and consists of four instruments (2 x projects and 2 x investigations).

Project		Investigation
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.
Product	Evaluation	
One of the following:	One of the following:	One of the following:
• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media. • Spoken: up to 3 minutes, or signed equivalent. • Written: up to 500 words.	• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media. • Spoken: up to 3 minutes, or signed equivalent. • Written: up to 500 words.	• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media. • Spoken: up to 7 minutes, or signed equivalent. • Written: up to 1000 words.

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. • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business	Management effectiveness. • Accounting for a trading GST business • End-of-year reporting for a trading GST business	Monitoring a business. • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business	Accounting — the big picture. • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

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 B in English and Mathematics. It is not necessary to have studied Business and Economics during Year 10, however BUA is recommended.

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. • The basic economic problem • Economic flows • Market forces	Modified markets. • Markets and efficiency • Case options of market measures and strategies	International economics. • The global economy • International economic issues	Contemporary macroeconomics. • Macroeconomic objects and theory • Economic management

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 B 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. • Topic 1: Motor learning integrated with a selected physical activity • Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity. • Topic 1: Sport psychology integrated with a selected physical activity • Topic 2: Equity – barriers and enablers	Tactical awareness, ethics and integrity and physical activity. • Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Topic 2: Ethics and integrity	Energy, fitness and training and physical activity. • Topic 1: Energy, fitness and training integrated with one selected • 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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. • Cells as the basis of life • Multicellular organisms	Maintaining the internal environment. • Homeostasis • Infectious diseases	Biodiversity and the interconnectedness of life. • Describing biodiversity • Ecosystem dynamics	Heredity and continuity of life. • DNA, genes and the continuity of life • Continuity of life on Earth

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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 General Science and Applied Science.

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

Assessment

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

Summative Assessments

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 in Year 10 General Science, Mathematics and English.

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. • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	Linear motion and waves. • Linear motion and force • Waves	Gravity and electromagnetism. • Gravity and motion • Electromagnetism	Revolutions in modern physics. • Special relativity • Quantum theory • The Standard Model

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 General Science.

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. • Psychological Science A • The role of the brain • Cognitive Development • Human Consciousness and sleep	Individual Behaviour. • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatment • Emotion and motivation	Individual thinking. • Localisation of function in the brain • Visual Perception • Memory • Learning	The influence of others. • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

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

Summative Assessments

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 and General Science or Applied Science.

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: • Calculations • Number • Representing data • Graphs	Commercial Design. • Explore – client needs and wants • Develop – collaborative design	Human-centre design. • Designing with empathy	Sustainable design. • Explore – sustainable design opportunities • Develop – redesign

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 achieved a B standard in English and 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

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

1. Demonstrate practices, skills and processes. Students identify and reproduce skills in production tasks. These relate to production skills and product quality, elements and principles or fashion design and the design process, equipment and materials, customer expectations, workplace health and safety, sustainable workplace and industry practices, and personal and interpersonal skills.

2. Interpret briefs. Students use knowledge of practices and production processes to formulate design ideas. They draw meaning from the critical elements, components or characteristics of fashion drawings and technical information.

3. Select practices, skills and procedures. Students choose knowledge and skills to design and produce fashion products that meet a brief. Knowledge and skills relate to technical skills and product quality, elements and principles of fashion and the design process, equipment and materials, workplace health and safety and sustainable workplace and industry practices, and personal and interpersonal skills.

4. Sequence processes. Students use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes. Students consider workplace health and safety and sustainable workplace and industry practices.

5. Evaluate skills, procedures and products. Students evaluate skills and procedures to determine their efficiency and effectiveness in relation to task requirements. They evaluate products and design ideas, assessing strengths, implications and limitation to assess whether the brief has been met.

6. Adapt production plans, techniques and procedures. Students make decisions to adapt production plans, techniques and procedures. They undertake modifications and improvements based on identified strengths, implications and limitation to allow them to fulfil the brief.

Course Structure

The course of study will comprise of 4 of the following units.

Unit option A: Fashion designers

Unit option B: Historical fashion influences

Unit option C: Slow fashion

Unit option D: Collections

Unit option E: Industry trends

Unit option F: Adornment

Assessment

Assessment type is Projects.

Prerequisite

In order to succeed in this subject, it would be preferable that students have undertaken one semester of Textiles Years 9 and/or 10.

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

Elective: Furnishing Skills

Applied Subject

Course Objectives

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

1. Demonstrate practices, skills and processes. Students identify and reproduce fundamental skills in manufacturing tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.

2. Interpret drawings and technical information. Students use knowledge of industry practices and production processes to draw meaning from the elements and critical features of drawings and technical information. They draw meaning through mathematical calculations, industry conventions, standards and task specific information such as schedules, data tables and operating procedures.

3. Select practices, skills and procedures. Students choose knowledge and skills to others to complete furnishing industry-specific manufacturing tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.

4. Sequence processes. Students use knowledge and understanding of industry practices, including safety concepts and principles, waste, product quality expectations, teamwork, regulations. They decide on the combination and order of production processes, including preparing, marking-out, cutting, joining, machining, forming and finishing to produce products in manufacturing tasks.

5. Evaluate skills and procedures, and products. Students determine the efficiency and effectiveness of production skills and procedures in relation to industry-specific task requirements. They assess the strengths, implications and limitations or products, using drawings, technical information and expectations of quality.

6. Adapt plans, skills and procedures. Students modify and improve production plans based on identified strengths, implications and limitations. They apply quality control measures to improve the alignment of products with drawings and technical information.

Course Structure

The course of study will address **4 units** from the following:

Unit option A: Furniture-making

Unit option B: Cabinet-making

Unit option C: Interior furnishing

Unit option D: Production in the domestic furniture industry

Unit option E: Production in the commercial furniture industry

Unit option F: Production in the bespoke furniture industry

Assessment

Assessment types are Projects, Practical Demonstration, and/or, Multi-Modals.

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.

42

Elective: Hospitality Practices

Applied Subject

Course Objectives

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

1. Demonstrate practices, skills and processes. Students identify and reproduce skills in production tasks. These relate to hospitality industry, effective workplace communication, teamwork and staff attributes, customer expectations, workplace health and safety, and sustainable workplace practices.

2. Interpret briefs. Students use knowledge of industry practices and production processes to draw meaning from critical features of the brief, specifications and information, and procedures and skills form the hospitality industry.

3. Select practices, skills and procedures. Students choose and use hospitality industry knowledge and skills to develop responses to briefs. Knowledge and skills relate to equipment, consumables, workplace health and safety, sustainable workplace practices, personal and interpersonal skills, customer expectations, and service skills and procedures to implement a hospitality event.

4. Sequence processes. Students use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes. Students consider workplace health and safety, team rosters, management of time, cost, and client expectations of quality to implement a brief.

5. Evaluate skills and procedures, and products. Students evaluate skills and procedures to determine their efficiency and effectiveness. They evaluate processes and products by assessing strengths, implications and limitations against specifications to assess whether the brief has been met.

6. Adapt plans, techniques and procedures. Students make decisions to adapt production plans, techniques and procedures. They undertake modifications and improvements based on identified strengths, implications and limitations to allow them to fulfil the brief.

Course Structure

The course of study will address **4 units** chosen from the following:

Unit option A:	Culinary trends
Unit option B:	Bar and barista basics
Unit option C:	In-house dining
Unit option D:	Casual dining
Unit option E:	Formal dining
Unit option F:	Guest services

Assessment

Assessment types are Practical Demonstration, Project, Investigation, and/or Multi-Modal / Written.

Prerequisite

In order to succeed in this subject, it would be preferable that students have undertaken one semester of Design Technologies - Food in Years 9 and/or 10.

*Students will be required to undertake a number of hours (outside of school time) at functions.

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. • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	Application and data solutions. • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	Digital innovation. • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	Digital impacts. • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

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

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

Apart from specific theatre performance and design skills such as acting, directing, and designing, Drama studies focus on key literacy and analysis skills, life skills, management skills, public speaking skills and transferable skills that you can take into any field of work in the 21st and ongoing centuries.

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? • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms	Reflect How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts	Transform How can you transform dramatic practice? • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus

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

A C standard in the study of Year 9 and 10 Drama and B in Year 10 English is recommended.
THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.

Elective: Drama in Practice

Applied Subject

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

Syllabus Objectives

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

1. **Use drama practices.**
   When making, students use dramatic languages to devise, direct and perform drama works.

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

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

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

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

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

Assessment

	Unit A	Unit B	Unit C	Unit D
Topic:	**Collaboration**	**Community**	**Contemporary**	**Commentary**
Assessment #1:	Project – Directorial	Project – Devising	Project – Directorial	Project - Devising
Assessment #2:	Performance	Performance	Performance	Performance

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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: 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
Art as Lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D time-based	Art as Code Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D and time-based	Art as Knowledge Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	Art as Alternate Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

Summative Assessments

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 is recommended.

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

*Students may need to source their own materials at times for individualised projects.

Elective: Visual Arts in Practice

Applied Subject

In Visual Arts in Practice, students respond to real-world stimulus in an authentic way as artists or artisans as they create products or complete project-based assessment. They are exposed to various art-making modes (from 2D, 3D, digital and time-based). When making, students demonstrate knowledge and understanding to make individualised choices by selecting media to make experimental and resolved artworks. When responding students develop plans and designs for artworks. They problem-solve by testing ideas through media, techniques and processes, reflecting and evaluating on the success of their own and others' art-making.

This subject focuses on the connection to industry how to be entrepreneurs developing their own practice. Students become aware of opportunities, career pathways and safe work practices.

Career links

- Advertising/Marketing
- Arts administration, curator in galleries and museums
- Design, Architecture, Interiors, Fashion
- Film and television, animation
- Health -arts Therapy
- Make-up artistry
- Photography
- Styling and visual merchandising.

Syllabus Objectives

The syllabus objectives outline what students have the opportunity to learn.
- Use visual arts practices.
- Plan artworks.
- Communicate ideas.
- Evaluate artworks.

Units & Assessment (*Order of unit delivery is flexible)

	Unit A "Looking inwards (self)"	Unit B "Looking outwards (others)"	Unit C "Clients"	Unit D "Transform & Extend"
Topic:	**Identity**	**Global Issues**	**Design**	**Apprentice**
Assessment #1: (*all projects include responding)	Project – Experimental folio	Project – Prototype	Project – Design Proposal	Project – Folio
Assessment #2:	Resolved artwork	Resolved artwork	Resolved artwork	Resolved artwork

Prerequisite

There is no prerequisite for this subject.
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.

49

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 areas, 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)

Stand alone VET subjects

SENIOR VET SUBJECT	PREREQUISITE
CPC10120 Certificate I in Construction + CPC20220 Certificate II in Construction Pathways – 4 (3 Prep + 1 Core) THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.	No prerequisite but it is recommended to have completed at least one semester of woodwork.
BSB30120 Certificate III in Business	C in Year 10 English.
SIS30115 / SIS20115 Certificate II in Sport & Recreation + Certificate III in Sport & Recreation THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.	C in Year 10 English.
SIS30324 Certificate III in Fitness THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSION OR CAMPS.	C in Year 10 English.
ICT30120 Certificate III in Information Technology - 8 QCE points	Should have completed a Digital Technology subject in Year 9 and 10.
MEM20422 Certificate II in Engineering Pathways - 4 QCE points	No prerequisite but it is recommended to have completed at least one semester of metalwork.

Certificate Courses Offered at St Joseph's College

Course Code	Course Name	Registered Training Organisation	RTO Code	Cost	Cost Fee for Service	QCE Points
BSB30120	Certificate III in Business	Binnacle Training	31319	$320*		8
SIS20115/ SIS30115	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		6
SIS30324	Certificate III in Fitness	Binnacle Training	31319	$365*		Max 8
CPC10120/ CPC20220	Certificate I in Construction + Certificate II in Construction Pathways	Blue Dog Training	31193	$0* VETis Funded	$1200	4 (3 Prep + 1 Core)
MEM20422	Certificate II in Engineering Pathways	Blue Dog Training	31193	$0* VETis Funded	$1200	4
ICT30120	Certificate III in Information Technology	TAFE Queensland Powered by IVET	0275	$345 due in Year 1 and $260 due in Year 2 for a total of $605	NA	8

* If you choose to use your VETiS funding for Blue Dog courses, you will be able to utilise your VETiS funding for all three courses on offer due to a bundle deal.

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

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

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation: Binnacle Training (RTO 31319)

COURSE OVERVIEW & OUTLINE

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

Graduates will be competent in a range of essential business skills including: personal management and effective communication techniques, customer service, leadership and innovation, critical thinking, business technology and documents, financial literacy, workplace health and safety, inclusive work practices and participating in sustainable work practices.

This program also includes the following:

> Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line
*Please consult Binnacle Training to discuss Fast-Track options.

Units of Competency:
13 (6 Core Units, 7 Elective Units)

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$265.00 per person
Plus additional charge at the school's discretion: $20 Binnacle Boss Project Start-Up Capital

QCE Outcome:
Maximum 8 QCE Credits

UNITS OF COMPETENCY

CODE	TITLE
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
FNSFLT311	Develop and apply knowledge of personal finances
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBXCM301	Engage in workplace communication
BSBTWK301	Use inclusive work practices
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers

COURSE SCHEDULE
BSB30120 CERTIFICATE III IN BUSINESS

TERM 1	**TOPICS**
	• Introduction to the Business Services Industry • Personal Wellbeing in the Workplace • Organise Personal Work Priorities
	PROJECTS
	• Wellbeing in the Workplace

TERM 2	**TOPICS**
	• Develop and Apply Knowledge of Personal Finances
	PROJECTS
	• Knowledge of Personal Finances

TERM 3	**TOPICS**
	• Workplace Health and Safety • Sustainable Work Practices
	PROJECTS
	• WHS Processes at the 'Go! Regional' Travel Expo

TERM 4	**TOPICS**
	• Inclusive Work Practices • Engage in Workplace Communication
	PROJECTS
	• Inclusivity and Communication in the Workplace

TERM 5	**TOPICS**
	• Work in a Team • Critical Thinking Skills
	PROJECTS
	• Critical Thinking at Go! Travel

TERM 6	**TOPICS**
	• Create Electronic Presentations • Creating Presentations Using PowerPoint • Write Simple Documents
	PROJECTS
	• Binnacle Boss (Part 1) – Business Proposal

TERM 7	**TOPICS**
	• Critical Thinking and Problem Solving
	PROJECTS
	• Binnacle Boss (Part 2) - Market Day / Entrepreneurship Expo

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto

Binnacle
Training
RTO Code 31319

53

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

DUAL QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION + SIS20115 CERTIFICATE II IN SPORT AND RECREATION
(OR AS STANDALONE QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION)

Registered Training Organisation: Binnacle Training (RTO 31319)

COURSE OVERVIEW & OUTLINE

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. Students assist with facilitation of sport and recreation programs within their school community including:

- Officiating games
- Conducting coaching sessions
- Community sport, fitness and recreation programs
- Using digital technologies in sports environments

Available with a 'General' or 'Sport Specialty' Coaching and Officiating outcome - AFL, NRL, Netball, Rugby Union or Choose Your Own Sport!

This program also includes the following:

- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited) and Community Officiating General Principles Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including Club Level Official and/or Coach

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification - 15 Units
(Plus Term 7 Add-On: 4 Units)
Dual Qualification - Additional 6 Units

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$335.00 per person
(Cert II entry qualification
= $265.00 + Cert III Gap Fee = $70.00)
(+ $55.00 First Aid)

QCE Outcome:
Maximum 7 QCE Credits
Completion of the Term 7 Add-on as well can result in a maximum 8 QCE Credits

UNITS OF COMPETENCY

UNITS OF COMPETENCY Certificate III in Sport and Recreation	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXCAI002	Assist with activity sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXCCS001	Provide quality service
BSBWOR204	Use business technology
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI006	Facilitate groups
BSBWOR301	Organise personal work priorities and development
BSBADM307	Organise schedules
SISXCAI004	Plan and conduct programs

TERM 7 ADD-ON: UNITS OF COMPETENCY	
SISSSCO001	Conduct sport coaching sessions with foundation level participants
BSBPEF302	Develop self-awareness
BSBTWK201	Work effectively with others
HLTAID009	Provide cardiopulmonary resuscitation (Completed as part of Provide First Aid - HLTAID011 Certificate)

ADDITIONAL 6 UNITS OF COMPETENCY (OPTIONAL) Part of the optional Certificate II in Sport and Recreation	
BSBWOR202	Organise and complete daily work activities
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices

COURSE SCHEDULE
DUAL QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION +
SIS20115 CERTIFICATE II IN SPORT AND RECREATION
(OR AS STANDALONE QUALIFICATION: SIS30115 CERTIFICATE III IN SPORT AND RECREATION)

TERM 1	**TOPICS** • Introduction to Training Programs • Introduction to the Sport, Fitness and Recreation (SFR) Industry **PROGRAMS** • Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions • SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 2	**TOPICS** • Perform Research and Create a Group Presentation • Organise and Complete Work Tasks **PROGRAMS** • Group Nutrition Presentation: Create and Deliver a Presentation to your Peers • Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants
TERM 3	**TOPICS** • Cardio and Conditioning Programs • Anatomy and Physiology • The SFR Industry **PROGRAMS** • One-on-One Cardio Program • Group Conditioning Sessions for Adolescent Participants • Respond to an Emergency Situation: Fire Evacuation Drill
TERM 4	**TOPICS** • Anatomy and Physiology • Provide First Aid **PROGRAMS** • Coaching Program (Teacher Facilitated): Assist with Delivering Coaching Sessions • Sports Program: Plan and Conduct Sport Sessions for Participants

QUALIFICATION SCHEDULED FOR FINALISATION

SIS20115 CERTIFICATE II IN SPORT AND RECREATION

TERM 5	**TOPICS** • Plan and Conduct Sports Programs • Apply Knowledge of Officiating Practices **PROGRAMS** • Group Sports Program (Teacher Facilitated) • Use and Maintain Business Technology (Additional Project) • Community Officiating General Principles (Online Course)
TERM 6	**TOPICS** • Plan and Deliver a Sports Competition • Community SFR Program **PROGRAMS** • Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants • Round Robin Tournament • Online Course/ Online Learning (Online Courses)
TERM 7 ADD ON (OPTIONAL)	**TOPICS** • Sport-Specific Coaching Sessions • Personal Development • Workplace Performance **PROGRAMS** • Sport-Specific Coaching Program

Please note this 2024 Course Schedule is current at the time of publishing and should be used as a guide only. This document 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto

2024 EDITION
SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20115 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (non-accredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS

FITNESS IN SCHOOLS
Certificate III in Fitness

GROUP EXERCISE INSTRUCTOR

GYM FITNESS INSTRUCTOR

UNIVERSITY DEGREE

CERTIFICATE IV IN FITNESS OR DIPLOMA OF SPORT
These qualifications offered by another RTO

EXERCISE PHYSIOLOGIST

PERSONAL TRAINER

TEACHER - PHYSICAL EDUCATION

HIGH PERFORMANCE COACH

SPORT SCIENTIST

SPORT DEVELOPMENT MANAGER

SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification: SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
Standalone Qualification - 15 Units
Dual Qualification - Additional 8 Units

Suitable Year Level(s):
Year 11 and 12

Study Mode:
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):
$365.00 per person (Cert II entry qualification = $265.00 + Cert III Gap Fee = $100.00)
(+ First Aid $65.00)

QCE Outcome:
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	**TOPICS**
	• Binnacle Lounge Induction
	• The Sport, Fitness & Recreation (SFR) Industry
	• Apply Knowledge of Coaching Practices
	PROGRAMS
	• Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
	• SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

TERM 2	**TOPICS**
	• Perform Research and Create a Group Presentation
	• Organise and Complete Work Tasks
	PROGRAMS
	• Group Nutrition Presentation: Create and Deliver a Presentation to your Peers
	• Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants

TERM 3	**TOPICS**
	• Cardio and Conditioning Programs
	• Anatomy and Physiology
	• The SFR Industry
	PROGRAMS
	• One-on-One Cardio Program
	• Group Conditioning Sessions for Adolescent Participants

TERM 4	**TOPICS**
	• Anatomy and Physiology
	• First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS
	• Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions

QUALIFICATION SCHEDULED FOR FINALISATION
SIS20115 CERTIFICATE II IN SPORT AND RECREATION

TERM 5	**TOPICS**
	• Anatomy and Physiology
	• Health and Nutrition Consultations
	PROGRAMS
	• One-on-One Gym Program: Adolescent Client
	• Conduct Consultations with a Client (Peer)
	• Plan and Conduct Sessions (Scenario Clients)

TERM 6	**TOPICS**
	• Screening and Health Assessments
	• Specific Population Clients
	• Older Clients
	PROGRAMS
	• Fitness Orientation Program: Client Orientation
	• Gentle Exercise Program: Participate in Gentle Exercise Sessions
	• Mobility Program: Plan and Instruct Mobility Sessions

TERM 7	**TOPICS**
	• Older Clients
	• Specific Populations
	PROGRAMS
	Group Exercise and Gym-based One-on-One Sessions:
	• Female and Male Adults aged 18+; and
	• Older adults aged 50+

UNITS OF COMPETENCY

Code	Unit	Code	Unit
HLTAID011	Provide First Aid	ICTICT203	Operate application software packages
HLTWHS001	Participate in workplace health and safety	BSBSUS201	Participate in environmentally sustainable work practices
SISXEMR001	Respond to emergency situations	BSBOPS304	Deliver and monitor a service to customers
SISXIND001	Work effectively in sport, fitness and recreation environments	BSBPEF301	Organise personal work priorities
SISXCAI002	Assist with activity session	SISFFIT035	Plan group exercise sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISFFIT036	Instruct group exercise sessions
SISXCCS001	Provide quality service	SISFFIT032	Complete pre-exercise screening and service orientation
BSBSUS211	Participate in sustainable work practices	SISFFIT033	Complete client fitness assessments
BSBWOR202	Organise and complete daily work activities	SISFFIT052	Provide healthy eating information
BSBTEC201	Use business software applications	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBTEC202	Use digital technologies to communicate in a work environment	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBTEC203	Research using the internet		

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57

CPC10120 Certificate I in Construction /
CPC20220 Certificate II in Construction Pathways

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

BLUEDOGTRAINING

QCE Points: 4

Description
The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual 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 and have core units of competency requirements that are required in most Certificate III qualifications. The dual 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

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide 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.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost.**

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

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.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
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	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

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.

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

➤ # 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'.

More information can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

MEM20422 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 MEM20422 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 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 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

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

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

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.

More information about this qualification is available at:
https://training.gov.au/Training/Details/MEM20422

Certificate III in Information Technology (ICT30120)

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

ICT30120 Certificate III in Information Technology

Course Structure – 2024

⚙	UNITS	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
		TOTAL	435	70

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	REQUIRED WEEKLY TIME COMMITMENT (Scheduled*)		
2 Years	In-class	5 hrs	Homework	1 hr

*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. In the event of customisation of this program (elective unit substitutions), the required amount of training will be re-calculated and documented in the form of a customised delivery schedule and as an appendix to the Master Training & Assessment Strategy.

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.

❶ 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.

Externally Delivered Electives

Health Hub Program: Pathway to a Rewarding Career in Healthcare

The Health Hub Program offers a dedicated pathway for senior students interested in pursuing a career in health. Eligible for Year 10, 11, and 12 students, this program provides a comprehensive foundation to build a successful healthcare career.

Through Mater Education in partnership with St Saviour's College, students have the opportunity to develop essential skills and knowledge in medical terminology, anatomy, communication, teamwork, and more. The program offers a Certificate II in Health Support Services over two school terms, with an option to pursue a Certificate III in Health Services Assistance through a one-term gap program.

Delivered by Mater Education, this program ensures students receive top-quality education. The courses are designed to equip students with the foundational and work-ready skills required to confidently begin their journey in the healthcare industry.

Students commit to attending St Saviour's College on Wednesdays, dedicating one full day per week for three terms. Successful completion of both Certificate II in Health Support Services and Certificate III in Health Services Assistance awards students with 6 QCE (Queensland Certificate of Education) points.

Costs

- Certificate II – VETiS funded or $3,160
- Certificate III - $750 gap fee
- Uniform - $30

For any enquiries or further information about the Health Hub Program, please don't hesitate to contact the Career Pathways Team at careers@sjc.qld.edu.au. Take the first step towards a rewarding career in healthcare today!

Certificate IV in Crime and Justice: Your Pathway to a Successful Career in the Justice Industry

The Certificate IV in Crime and Justice at Unity College is a nationally recognised qualification designed to provide high school students with an excellent opportunity to kick-start their journey toward a rewarding career in the justice industry.

By enrolling in this course, students gain valuable knowledge and skills that can prepare them for higher education programs such as the Bachelor of Criminology and Justice at the University of the Sunshine Coast or a Bachelor of Justice at other universities. The course establishes close links with the Diploma of Crime and Justice at TAFE QLD, Queensland Courts, and the Queensland Police, ensuring students receive industry-relevant training. The curriculum is developed in collaboration with experienced industry personnel, guaranteeing its practicality and alignment with real-world demands.

Successful completion of Certificate IV in Justice studies earns students 8 QCE (Queensland Certificate of Education) points. Don't miss out on this opportunity to gain a competitive edge in the justice industry. For any inquiries or further information, please don't hesitate to contact the Career Pathways Team at careers@sjc.qld.edu.au and take the first step towards a successful and fulfilling career in the field.

Diploma of Business: RTO Aurora Training Institute, 8 QCE points (complementary course of study)

Learn advanced business skills with BSB50120 - Diploma of Business and put yourself ahead of your peers. You will develop skills and knowledge in how to recruit and onboard quality staff, plan projects, manage business resources and develop sustainable workplace policies. Business leaders are vital for organisations of every size and industry, and pursuing your diploma level studies could give you a wider variety of employment opportunities in the future. Individuals in these roles carry out moderately complex tasks in a specialist field of expertise that requires business operations skills. They may possess substantial experience in a range of settings but seek to further develop their skills across a wide range of business functions.

Head Start: University of Southern Queensland

UniSQ Head Start is an academic extension program for high-achieving Year 10, 11, or 12 students. The program allows students to get a taste of what university is really like by studying one university subject a semester while working towards their QCE. Upon successful completion of a Head Start Course, students will bank 2 QCE Points and gain University Credit. To be eligible, students must have a 'B' Average Report Card and discuss their Application with the Career Development Practitioner, Mrs Harman.

Why study Head Start

Your first Head Start course is free Additional courses are discounted if you want to get further ahead.	**Credits towards a related UniSQ degree** Gain credits for the courses you pass and you'll have fewer courses to study when you start your degree.	**Entry into UniSQ degree** Complete a course and gain entry into a related UniSQ degree! Remember, you'll also need to meet the degree prerequisites.
A taste of uni Prepare yourself for university by getting a feel for on-campus or online study, developing uni-level study skills and discovering more about your potential degree.	**QCE points** Receive two credit points towards your Queensland Certificate of Education (QCE) for each course successfully completed.	**Choose how you study** It is your decision how to structure your Head Start studies – while still fulfilling your school commitments.

University of **Southern Queensland**

65

Elective: Aerospace Systems

General Subject

Students who enrol in this course will be taught by a Hybrid Model with other students from different Catholic Schools in our Diocese. There may be a cost involved.

Aerospace Systems
General Senior subject

General

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Objectives

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

- Recognise and describe aerospace systems problems, knowledge, concepts and principles
- Symbolise and explain ideas, solutions and relationships
- Analyse problems and information
- Determine solution success criteria for aerospace problems
- Synthesise information and ideas to propose possible solutions
- Generate solutions to provide data to assess the feasibility of proposals
- Evaluate and refine ideas and solutions to make justified recommendations
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to aerospace systems and structures • Solving aerospace problems • The evolving aerospace industry • Introduction to aerodynamics • Introduction to aircraft systems • Introduction to aviation weather systems	**Emerging aerospace technologies** • Operational assets • Operational environments • Operational control systems • Future applications	**Aerospace operational systems** • International and national operational and safety systems • Airspace management • Safety management systems • Operational accident and incident investigation processes • Airport and airline operation systems	**Aircraft performance systems and human factors** • Aircraft performance • Aircraft navigation • Advanced navigation and radio communication technologies • Human performance and limitations

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Project - Folio	Formative internal assessment 3 (IA3): • Project - Folio
Formative internal assessment 2 (IA2): • Examination	Formative internal assessment 4 (IA4) • Examination

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project - folio	25%	Summative internal assessment 3 (IA3): • Project - folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

St Joseph's College
Schedule of Levies 2023

The table below indicates the costs of levies for 2023. This table should be use as a guide only. At the end of 2023, each family will be given a schedule of fees for subjects levies once final costings have been determines for 2024.

SJC Fee Schedule 2023

Subject Type	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Drama in Practice					$ 100	$ 100
Drama			$ 35	$ 35	$ 100	$ 100
Design Technology - Food			$ 90	$ 100		
Design Technology - Metal			$ 60	$ 60		
Fashion					$ 50	$ 50
Design Technology - Textile			$ 50	$ 80		
Design Technology - Wood			$ 70	$ 80		
Furnishing Skills					$ 200	$ 300
Design			$ 25	$ 25	$ 25	$ 25
French			$ 75	$ 75	$ 78	$ 78
Japanese			$ 115	$ 115	$ 115	$ 115
Music			$ 25	$ 155	$ 155	$ 155
Music Extension						$ 155
Visual Art			$ 25	$ 25	$ 135	$ 105
Legal Studies					$ 15	
Visual Arts in Practice					$ 95	$ 95
Social & Community Studies					$ 150	
Tourism					$ 30	$ 30
Biology					$ 515	$ 515
Certificate I in Construction + Certificate II in Construction Pathways					Nil	
Certificate II & III in Sport and Recreation					$ 390	
Certificate III in Fitness					$ 365	
Certificate II in Engineering Pathways					Nil	
Certificate II in Hospitality					$ 465	
Certificate III in Business Yr 11 / 11C38					$ 300	
Certificate III in Information Technology					$ 550	
Health & Physical Education				$ 80	$ 50	$ 50
Camp or retreat or work experience	$ 300	$ -	$ 460	$ 20	$ 400	$ 355

68

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