# St Joseph's College
## TOOWOOMBA

# Curriculum Handbook
# Senior - Year 11 & 12



The Joey's Way

Aspirational Community of Learners & Learning

Australian Curriculum & QCAA

Teacher Clarity

High Impact Teaching Strategies

Targeted Teaching

Expert Learners Pursuing Passions & Pathways

Agentic Learners

Learner Clarity

Empowering Students

Assessment Literate

Feedback Literate

Educational goals for young people

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

# Contents

## Please Note:

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

# Teaching & Learning Framework
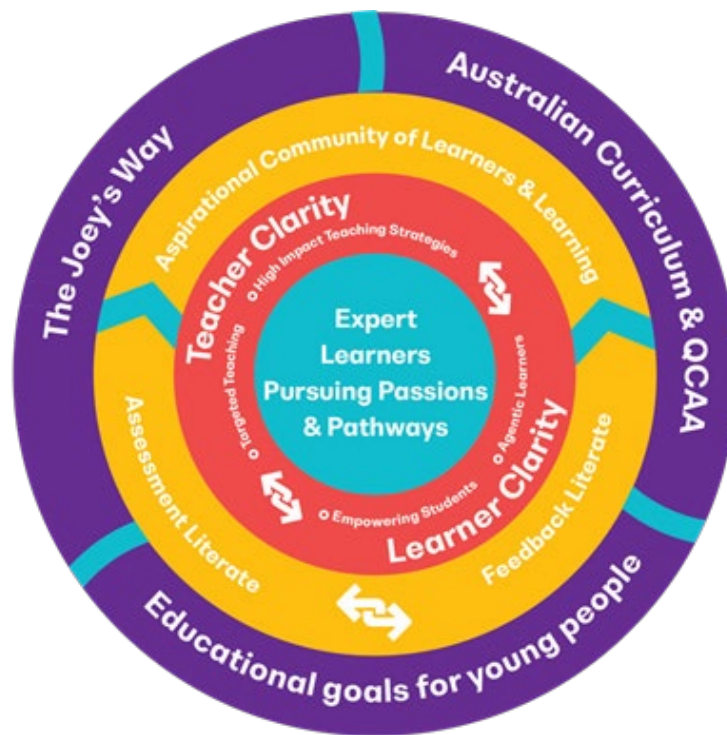


## The St Joseph's College Teaching and Learning Framework

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

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

# Senior Education Profile

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

The 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 phrase 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.
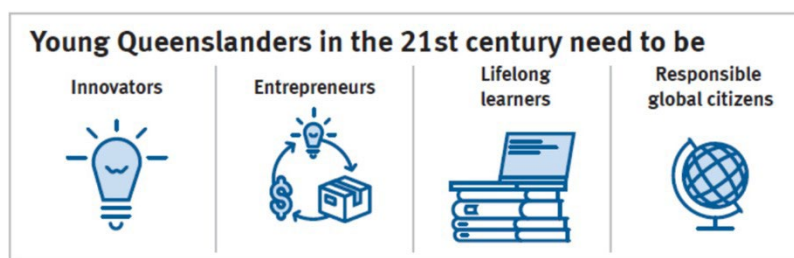


## General Syllabuses

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

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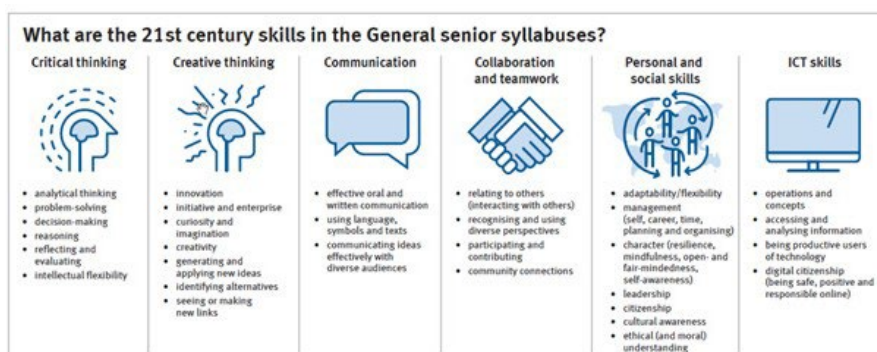
## Applied Syllabuses

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

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

- **applied learning** – the acquisition and application of knowledge, understanding and skills in real-world or life-like 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 contextualized 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 course 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 reports 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 student's 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, ie. 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.
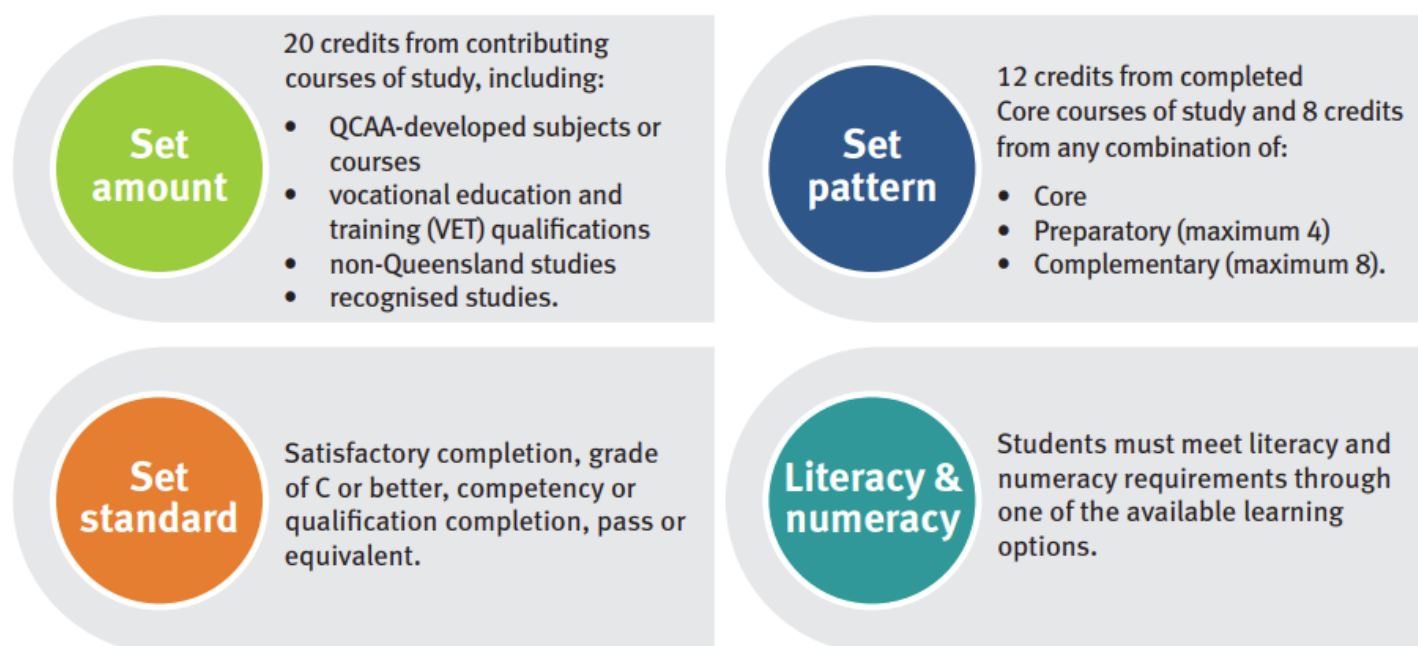
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning 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.

**Set amount**
20 credits

**Set standard**
achieved

**Set pattern**
12 + 8 credits

**Literacy & numeracy**
requirement met

## 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

**myqce.qcaa.qld.edu.au**

The myQCE website provides information about subjects and courses, assessment and results, study tips and more. Talk to your school about the subjects and courses it offers.

**qcaa.qld.edu.au**

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

**Set pattern**

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

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

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

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

| | |
|---|---|
| QCAA Short Courses<br>• QCAA Short Course in Literacy<br>• QCAA Short Course in Numeracy | 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<br>• QCAA Short Course in Aboriginal & Torres Strait Islander Languages<br>• QCAA Short Course in Career Education | 1 |
| University subjects (while a student is enrolled at a school) | up to 4 |
| Diplomas and Advanced Diplomas (while a student is enrolled at a school) | up to 8 |
| Recognised studies categorised as Complementary | as recognised by QCAA |

**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
- 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
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

# Prerequisite Table

## QCAA General Subjects

| Senior General Subject | Prerequisite |
|---|---|
| Accounting | B in English and Mathematics. Recommend BUA. |
| Biology | B in Year 10 General Science and English. |
| Chemistry | B in Year 10 General Science, English and Mathematics. |
| Design | Preferably completed one semester of Design in Year 9 and/or Year 10. |
| Digital Solutions | C in Year 9 or Year 10 Digital Technology. |
| Drama | Recommended Yr 9 & Yr 10 Drama to a C standard, B in Yr 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. |
| French | C in Year 10 French. |
| General Mathematics | C in Mathematics. |
| 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, English and Mathematics. |
| Specialist Mathematics | Co-requisite – Mathematical Methods. B in Yr 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 Education Training (VET). We focus on empowering students to meet the challenges of the continually evolving work 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 Australia 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 copy with the demands of tertiary study.

## Stand Alone VET Subjects

| Senior VET Subject | Prerequisite |
|---|---|
| BSB50120 Diploma of Business | C in Year 10 English. |
| BSB30120 Certificate III in Business | C in Year 10 English. |
| SIS30321 Certificate III in Fitness + SIS20122 Certificate II in Sport and Recreation | C in Year 10 English. B standard in Year 10 HPE. |
| ICT30120 Certificate III in Information Technology | Should have completed a Digital Technology subject in Year 9 and/or Year 10. |
| HLT23221 Certificate II in Health Support Services + HLT33115 Certificate III in Health Services Assistance | C in Year 10 English. |
| MEM20422 Certificate II in Engineering Pathways | No prerequisite but it is recommended to have completed at least one semester of Metal Technologies. |
| CPC20220 Certificate II in Construction Pathways | No prerequisite but it is recommended to have completed at least one semester of Wood Technologies. |

# 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 (Year 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) 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 Arts in Practice*

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

# VET and External Courses

## School VET

Diploma of Business (Aurora) – Wednesday during Enrichment
Certificate III in Business
Certificate III in Fitness + Certificate II in Sport and Recreation
Certificate III in Information Technology
Certificate II in Health Support Services + Certificate III in Health Services Assistance – Thursday
Certificate II in Engineering Pathways
Certificate II in Construction Pathways

## Externally Delivered Courses

### University of Southern Queensland

Head Start – in consultation with the Careers Team

### TAFE Queensland

In consultation with Careers Team

# Study of Religion

## General Subject

## Course Objectives

- Explain features and expressions of religious traditions.
- Analyse perspectives about religious expression.
- Evaluate the significance and influence of religion.
- Communicate to suit purpose.

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Religion, meaning and purpose**<br>• Nature and purpose of religion<br>• Sacred texts | **Religion and ritual**<br>• Lifecycle rituals<br>• Calendric rituals | **Religious ethics**<br>• Social ethics<br>• Personal ethics | **Religion – rights and relationships**<br>• Religion and the nation-state<br>• Human existence and 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):<br>• Examination – extended response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation – inquiry response | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation – inquiry response | 25% | Summative external assessment (EA):<br>• Examination – short response | 25% |

## Prerequisite

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

# 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 studied across the two-year period:

### Unit 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.

### Unit 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 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 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.

## 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/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 emphasis ideas and connect parts of texts
- make language choices for particular purposes and context
- 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**<br>• Texts in contexts<br>• Language and textual analysis<br>• Responding to and creating texts | **Texts and culture**<br>• Texts in contexts<br>• Language and textual analysis<br>• Responding to and creating texts | **Textual connections**<br>• Conversations about issues in texts<br>• Conversations about concepts in texts | **Close study of literary texts**<br>• Creative responses to literary texts<br>• Critical responses to literary 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):<br>• Spoken persuasive response | 25% | Summative internal assessment 3 (IA3):<br>• Examination – extended response | 25% |
| Summative internal assessment 2 (IA2):<br>• Written response for a public audience | 25% | Summative external assessment (EA):<br>• Examination – extended 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 roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasis ideas and connect parts of texts
- make language choices for particular purposes and context
- 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**<br>- Ways literary texts are received and responded to<br>- How textual choices affect readers<br>- Creating analytical and imaginative texts | **Intertextuality**<br>- Ways literary texts connect with each other – genre, concepts and contexts<br>- Ways literary texts connect with each other – style and structure<br>- Creating analytical and imaginative texts | **Literature and identity**<br>- Relationship between language, culture and identity in literary texts<br>- Power of language to represent ideas, events and people<br>- Creating analytical and imaginative texts | **Independent explorations**<br>- Dynamic nature of literary interpretation<br>- Close examination of style, structure and subject matter<br>- 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):<br>- Examination - extended response | 25% | Summative internal assessment 3 (IA3):<br>- Imaginative response | 25% |
| Summative internal assessment 2 (IA2):<br>- Imaginative response | 25% | Summative external assessment (EA):<br>- Examination – extended 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 extending 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** <br> • Readings and defences <br> • Defence of a complex transformation | **Exploration and evaluation** <br> • Extended academic research paper <br> • Theorised exploration of 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): <br> • Reading and defence | 20% | Summative internal assessment 3 (IA3): <br> • Academic research paper | 35% |
| Summative internal assessment 2 (IA2): <br> • Defence of a complex transformation | 20% | Summative external assessment (EA): <br> • Examination – extended response | 25% |

## Prerequisite

In order to succeed in this subject, students should have achieved at least an A or B in English and/or Literature in Year 11.

# Essential English

## 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 opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Language that works**<br>• Responding to texts<br>• Creating texts | **Texts and human experiences**<br>• Responding to texts<br>• Creating texts | **Language that influences**<br>• Creating and shaping perspectives on community, local and global issues in texts<br>• Responding to texts that seek to influence audiences | **Representations and popular culture texts**<br>• Responding to popular culture texts<br>• 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):<br>• Spoken response | Summative internal assessment 3 (IA3):<br>• Multimodal response |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) | Summative internal assessment (IA4):<br>• Written response |

## Prerequisite

There are no prerequisites for this subject.

# Elective: French

## General Subject

## Course Objectives

By the conclusion of the course of study, students will:
- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements to French to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate French

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Ma vie –** <br> **My world** <br> • Family/carers <br> • Peers <br> • Education | **L'exploration du monde –** <br> **Exploring our world** <br> • Travel and exploration <br> • Social customs <br> • French influences around the world | **Notre société; culture et identité –** <br> **Our society; culture and identity** <br> • Lifestyles and leisure <br> • The arts, entertainment and sports <br> • Groups in society | **Mon présent; mon avenir –** <br> **My present; My future** <br> • The present <br> • Future choices |

## 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): <br> • Examination – short response | 20% | Summative internal assessment 3 (IA3): <br> • Multimodal presentation and interview | 30% |
| Summative internal assessment 2 (IA2): <br> • Examination – extended response | 25% | Summative external assessment (EA): <br> • 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, EXCURSIONS 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
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **My world**<br>• Family/carers<br>• Peers<br>• Education | **Exploring our world**<br>• Travel and exploration<br>• Social customs<br>• Japanese influences around the world | **Our society; culture and identity**<br>• Lifestyles and leisure<br>• The arts, entertainment and sports<br>• Groups in society | **My present; my future**<br>• The present<br>• Future choices |

## 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):<br>• Examination – short response | 20% | Summative internal assessment 3 (IA3):<br>• Multimodal presentation and interview | 30% |
| Summative internal assessment 2 (IA2):<br>• Examination – extended response | 25% | Summative external assessment (EA):<br>• 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, EXCURSIONS OR CAMPS.

# General Mathematics

## General Subject

## Course Objectives

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

## Course Structure

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

## Assessment

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

## Summative Assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3):<br>• Examination – short response | 15% |
| Summative internal assessment 2 (IA2):<br>• Examination – short response | 15% | Summative external assessment (EA):<br>• Examination – combination response | 50% |

## 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 graphics, Calculus and Statistics

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Surds, algebra, functions and probability**<br>• Surds and quadratic functions<br>• Binomial expansion and cubic functions<br>• Functions and relations<br>• Trigonometric function<br>• Probability | **Calculus and further functions**<br>• Exponential functions<br>• Logarithms and logarithmic functions<br>• Introduction to differential calculus<br>• Applications of differential calculus<br>• Further differentiation | **Further calculus and introduction to statistics**<br>• Differentiation of exponential and logarithmic functions<br>• Differentiation of trigonometric functions and differentiation rules<br>• Further applications of differentiation<br>• Introduction to integration<br>• Discrete random variables | **Further calculus, trigonometry and statistics**<br>• Further integration<br>• Trigonometry<br>• Continuous random variables and the normal distribution<br>• Sampling and proportions<br>• 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):<br>• Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3):<br>• Examination – short response | 15% |
| Summative internal assessment 2 (IA2):<br>• Examination – short response | 15% | Summative external assessment (EA):<br>• Examination – combination response | 50% |

## 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.  *Students are required to purchase a Graphics calculator.

# 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, proof, vectors and matrices**<br>• Combinatorics<br>• Introduction to proof<br>• Vectors in the plane<br>• Algebra of vectors in two dimensions<br>• Matrices | **Complex numbers, further proof, trigonometry, functions and transformations**<br>• Complex numbers<br>• Complex arithmetic and algebra<br>• Circle and geometric proofs<br>• Trigonometry and functions<br>• Matrices and transformations | **Further complex numbers, proof, vectors and matrices**<br>• Further complex numbers<br>• Mathematical induction and trigonometric proofs<br>• Vectors in two and three dimensions<br>• Vector calculus<br>• Further matrices | **Further calculus and statistical inference**<br>• Integration techniques<br>• Applications of integral calculus<br>• Rates of change and differential equations<br>• Modelling motion<br>• 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):<br>• Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3):<br>• Examination – short response | 15% |
| Summative internal assessment 2 (IA2):<br>• Examination – short response | 15% | Summative external assessment (EA):<br>• Examination – combination response | 50% |

## 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.  *Students are required to purchase a Graphics calculator.

# Essential Mathematics

## Applied Subject

## Course Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, 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** <br><br>- Fundamental topic: Calculations <br>- Number <br>- Representing data <br>- Managing money | **Data and travel** <br><br>- Fundamental topic: Calculations <br>- Data collection <br>- Graphs <br>- Time and motion | **Measurement, scales and chance** <br><br>- Fundamental topic: Calculations <br>- Measurement <br>- Scales, plans and models <br>- Probability and relative frequencies | **Graphs, data and loans** <br><br>- Fundamental topic: Calculations <br>- Bivariate graphs <br>- Summarising and comparing data <br>- 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): <br>- Problem-solving and modelling task | Summative internal assessment 3 (IA3): <br>- Problem-solving and modelling task |
| Summative internal assessment 2 (IA2): <br>- Common internal assessment (CIA) | Summative internal assessment (IA4): <br>- Examination – short response |

## Prerequisite

There are no prerequisites for this subject.

# Elective: Legal Studies

## General Subject

## Course 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**<br><br>• Legal foundations<br>• Criminal investigation process<br>• Criminal trial process<br>• Punishment and sentencing | **Balance of probabilities**<br><br>• Civil law foundations<br>• Contractual obligations<br>• Negligence and the duty of care | **Law, governance and change**<br><br>• Governance in Australia<br>• Law reform within a dynamic society | **Human rights in legal contexts**<br><br>• Human rights<br>• Australia's legal response to international law and human rights<br>• 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):<br>• Examination – combination response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation – analytical essay | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation – inquiry report | 25% | Summative external assessment (EA):<br>• Examination – combination response | 25% |

## Prerequisite

Students choosing Legal Studies 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, EXCURSIONS 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** <br><br> • Australian Frontier Wars, 1788-1930s <br> • American Revolution, 1763-1783 or Russian Revolution, 1905-1920s | **Movements in the Modern World** <br><br> • Women's movement since 1893 <br> • African-American civil rights movement, 1954-1968 or Independence movement in India, 1857-1947 | **National experiences in the Modern World** <br><br> • Germany, 1914-1945 <br> • Israel, 1948-1993 or China, 1931-1976 | **International experiences in the Modern World** <br><br> • Australian engagement with Asia since 1945 <br> • 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): <br> • Examination – extended response | 25% | Summative internal assessment 3 (IA3): <br> • Investigation | 25% |
| Summative internal assessment 2 (IA2): <br> • Investigation | 25% | Summative external assessment (EA): <br> • Examination – short response | 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, EXCURSIONS OR CAMPS.

# Elective: Social & 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 & 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 for mind and body
Unit C – Relationships and work environments
Unit E – Australia and its place in the world

## Assessment

For Social & 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.<br>• Spoken: up to 4 minutes, or signed equivalent.<br>• 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.<br>• Spoken: up to 3 minutes, or signed equivalent.<br>• 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.<br>• Spoken: up to 7 minutes, or signed equivalent.<br>• 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.<br>• Spoken: up to 7 minutes, or signed equivalent.<br>• Written: up to 1000 words. |

## Prerequisite

There are no prerequisites for this subject.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS 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 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 – 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. <br> 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. <br> • Spoken: up to 3 minutes, or signed equivalent. <br> • 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. <br> • Spoken: up to 3 minutes, or signed equivalent. <br> • 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. <br> • Spoken: up to 7 minutes, or signed equivalent. <br> • Written: up to 1000 words. |

## Prerequisite

There are no prerequisites for this subject.

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

# Elective: Accounting

## General Subject

## Course Objectives

By the conclusion of the course of study, students will:
- comprehend accounting concepts, principals 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**<br>• Introduction to accounting<br>• Accounting for today's businesses | **Financial reporting**<br>• End-of-period reporting for today's businesses<br>• Performance analysis for a sole trader business | **Managing resources**<br>• Cash management<br>• Managing resources for a sole trader business | **Accounting – the big picture**<br>• Fully classified financial statement reporting and analysis for a sole trader business<br>• Complete accounting process for a sole trader business<br>• Performance analysis of a 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):<br>• Project – cash management | 25% | Summative internal assessment 3 (IA3):<br>• Examination – combination response | 25% |
| Summative internal assessment 2 (IA2):<br>• Examination – combination response | 25% | Summative external assessment (EA):<br>• Examination – combination 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

## Course Objectives

By the conclusion of the course of study, students will:
- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Markets and models**<br>• The basic economic problem<br>• Economic flows<br>• Market forces | **Modified markets**<br>• Markets and efficiency<br>• Case options of market measures and strategies<br>   o Case option A: market concentration<br>   o Case option B: environmental economics<br>   o Case option C: Inequality | **International economics**<br>• International trade<br>• Global economic issues | **Contemporary macroeconomics**<br>• Macroeconomic objectives and theory<br>• Economic indicators and past budget stances |

## 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):<br>• Examination – combination response | 25% | Summative internal assessment 3 (IA3):<br>• Examination – extended response | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation | 25% | Summative external assessment (EA):<br>• 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, EXCURSIONS 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 and biomechanics in physical activity** <br> • Motor learning in physical activity <br> • Functional anatomy and biomechanics in physical activity | **Sport psychology and equity in physical activity** <br> • Sport psychology in physical activity <br> • Equity – barriers and enablers | **Tactical awareness and ethics in physical activity** <br> • Tactical awareness in physical activity <br> • Ethics and integrity in physical activity | **Energy, fitness and training in physical activity** <br> • Energy, fitness and training integrated in 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): <br> • Project – folio | 25% | Summative internal assessment 3 (IA3): <br> • Project – folio | 25% |
| Summative internal assessment 2 (IA2): <br> • Investigation – report | 25% | Summative external assessment (EA): <br> • 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.

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

# 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** <br>• Cells as the basis of life<br>• Exchange of nutrients and wastes<br>• Cellular energy, gas exchange and plant physiology | **Maintaining the internal environment**<br>• Homeostasis – thermoregulation and osmoregulation<br>• Infectious disease and epidemiology | **Biodiversity and the interconnectedness of life**<br>• Describing biodiversity and populations<br>• Functioning ecosystems and succession | **Heredity and continuity of life**<br>• Genetics and heredity<br>• 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | Summative external assessment (EA):<br>• Examination – combination response | 50% |

## Prerequisite

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

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS 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**<br>• Properties and structure of atoms<br>• Properties and structure of materials<br>• Chemical reactions – reactants, products and energy change | **Molecular interactions and reactions**<br>• Intermolecular forces and gases<br>• Aqueous solutions and acidity<br>• Rates of chemical reactions | **Equilibrium, acids and redox reactions**<br>• Chemical equilibrium systems<br>• Oxidation and reduction | **Structure, synthesis and design**<br>• Properties and structure of organic materials<br>• 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | Summative external assessment (EA):<br>• Examination – combination response | 50% |

## Prerequisite

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

# 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**<br>• Heating processes<br>• Ionising radiation and nuclear reactions<br>• Electrical circuits | **Linear motion and waves**<br>• Linear motion and force<br>• Waves | **Gravity and electromagnetism**<br>• Gravity and motion<br>• Electromagnetism | **Revolutions in modern physics**<br>• Special relativity<br>• Quantum theory<br>• 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | Summative external assessment (EA):<br>• Examination – combination response | 50% |

## 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
- communicate understandings, findings, arguments and conclusions

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Individual development**<br>• The role of the brain<br>• Cognitive development<br>• Consciousness, attention and sleep | **Individual behaviour**<br>• Intelligence<br>• Diagnosis<br>• Psychological disorders and treatments<br>• Emotion and motivation | **Individual thinking**<br>• Brain function<br>• Sensation and perception<br>• Memory<br>• Learning | **The influences of others**<br>• Social psychology<br>• Interpersonal processes<br>• Attitudes<br>• 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | Summative external assessment (EA):<br>• Examination – combination response | 50% |

## Prerequisite

In order to succeed in this subject, students should have achieved at least a B standard in English, Mathematics, and General 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 visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- propose design concepts in response to design problems
- evaluate ideas to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and co-texts

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Stakeholder-centred design**<br><br>• Designing for others | **Commercial design influences**<br><br>• Responding to needs and wants | **Human-centred design**<br><br>• Designing with empathy | **Sustainable design influences**<br><br>• Responding to opportunities |

## 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):<br>• Design challenge | 20% | Summative internal assessment 3 (IA3):<br>• Project | 25% |
| Summative internal assessment 2 (IA2):<br>• Project | 30% | Summative external assessment (EA):<br>• Examination – extended response | 25% |

## Prerequisite

In order to succeed in this subject, it would be preferable for students to have completed at least one semester of Design in Year 9 and/or Year 10.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS 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 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 four 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 the subject, it would be preferable that students have undertaken one semester of Year 9 Textiles and/or Year 10 Textiles.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS 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 **four 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 type are Projects, Practical Demonstration and/or Multimodals.

## Prerequisite

In order to succeed in this subject, students should have achieved a C in Design Technology – Wood in Year 9 or Year 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, EXCURSIONS OR CAMPS.

# 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 from 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, 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 limitation to allow them to fulfil the brief.

## Course Structure

The course of study will address the following four units:

**Unit option A:**   Culinary trends
**Unit option B:**   Bar and barista basics
**Unit option C:**   Casual dining
**Unit option D:**   Formal dining

## Assessment

Assessment type are Practical Demonstration and Project.

## Prerequisite

In order to succeed in the subject, it would be preferable that students have undertaken one semester of Year 9 and/or Year 10 Design Technology – Food.

*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, EXCURSIONS 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
- symbolize 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**<br>• Understanding digital problems<br>• User experiences and interfaces<br>• Algorithms and programming techniques<br>• Programmed solutions | **Application and data solutions**<br>• Data-driven problems and solution requirements<br>• Data and programming techniques<br>• Prototype data solutions | **Digital innovation**<br>• Interactions between users, data and digital systems<br>• Real-world problems and solution requirements<br>• Innovative digital solutions | **Digital impacts**<br>• Digital methods for exchanging data<br>• Complex digital data exchange problems and solution requirements<br>• 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):<br>• Technical proposal | 25% | Summative internal assessment 3 (IA3):<br>• Digital solution | 25% |
| Summative internal assessment 2 (IA2):<br>• Digital solution | 25% | Summative external assessment (EA):<br>• Examination – combination response | 25% |

## Prerequisite

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

# Elective: Drama

## General Subject

Drama is a multifaceted discipline that explores the human experience through storytelling, emotions and imagination. It encourages students to delve into inherited artistic traditions, shaping their own practice and global perspective. Students engage their imagination, honing artistic skills as they create and respond to dramatic works. Students learn skills such as acting, directing, script writing and set, prop and stage designing. Overall, the subject fosters 21$^{st}$ century skills of critical thinking, creativity, collaboration, communication, preparing students for future careers which a background in Drama will complement various employment fields. Students will be required to view live performance either as an excursion and/or incursion.

## 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**<br>How does drama promote shared understandings of the human experience?<br>- Cultural inheritances of storytelling<br>- Oral history and emerging practices<br>- A range of linear and non-linear forms | **Reflect**<br>How is drama shaped to reflect lived experience?<br>- Realism, including Magical Realism, Australian Gothic<br>- Associated conventions of styles and texts | **Challenge**<br>How can we use drama to challenge our understanding of humanity?<br>- Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre<br>- Associated conventions of styles and texts | **Transform**<br>How can you transform dramatic practice?<br>- Contemporary performance<br>- Associated conventions of styles and texts<br>- 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):<br>- Performance | 20% | Summative internal assessment 3 (IA3):<br>- Practice-led project | 35% |
| Summative internal assessment 2 (IA2):<br>- Dramatic concept | 20% | Summative external assessment (EA):<br>- Examination – extended response | 25% |

## Prerequisite

A C standard in the study of Year 9 and Year 10 Drama and a B standard in Year 10 English is recommended.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS 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. Students will be required to view live performance either as an excursion and/or incursion.

## 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

Year 9 and Year 10 elective Drama would be beneficial.

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

# Elective: Music

## General Subject

Music is a unique art form that utilises sound and silence for personal expression. It encompasses intellect, imagination and emotion. Students can specialise in Musicianship either in Composition (creating new works) or Performance (solo or ensemble). Musicology involves analysing music elements and concepts across diverse styles and genres, evaluating meaning and emotion. Music is embedded into our lives and plays a vital role in social, cultural, celebratory, political and educational contexts.

In an ever-changing world, music equips students with transferrable skills and flexible thinking. Literacy in music benefits both musicians and audiences, fostering engagement in a multi-modal society. Studying music teaches discipline, resilience, fosters personal growth and emotional intelligence and improves memory and academic outcomes.

## Course Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills

- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Designs** | **Identities** | **Innovations** | **Narratives** |
| Through inquiry learning, the following is explored: | Through inquiry learning, the following is explored: | Through inquiry learning, the following is explored: | 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? | • 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? | • How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | • 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): <br> • Performance | 20% | Summative internal assessment 3 (IA3): <br> • Project | 35% |
| Summative internal assessment 2 (IA2): <br> • Composition | 20% | Summative external assessment (EA): <br> • Examination – extended response | 25% |

## Prerequisite

It is preferable students will have completed one or two units in Year 9 and Year 10 Music or participated in Instrumental / Voice music to Grade 3 (AMEB) standard. Students who choose to study Music, will have a distinct advantage if studying an instrument or voice, in conjunction with the Senior Music Course.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS 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

Students may have the opportunity to attend an incursion or excursion as an enrichment experience or linking to assessment.

## Course Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Art as lens** <br>• Concept: lenses to explore the material world <br>• Contexts: personal and contemporary <br>• Focus: people, place, objects | **Art as code** <br>• Concept: art as a coded visual language <br>• Contexts: formal and cultural <br>• Focus: codes, symbols, signs and art conventions | **Art as knowledge** <br>• Concept: constructing knowledge as artist and audience <br>• Contexts: contemporary, personal, cultural, and/or formal <br>• Focus: student-directed | **Art as alternate** <br>• Concept: evolving alternate representations and meaning <br>• Contexts: contemporary, personal, cultural and/or formal <br>• Focus: 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): <br>• Investigation – inquiry phase 1 | 20% | Summative internal assessment 3 (IA3): <br>• Project – inquiry phase 3 | 30% |
| Summative internal assessment 2 (IA2): <br>• Project – inquiry phase 2 | 25% | Summative external assessment (EA): <br>• Examination – extended response | 25% |

## Prerequisite

A C standard in English is recommended. Recommend one semester of Year 9 and Year 10 elective Visual Art.

THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS 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 focusses on the connection to industry and how to be entrepreneurs developing their own practice. Students become aware of opportunities, career pathways and safe work practices.

Students may have the opportunity to attend an incursion or excursion as an enrichment experience or linking to assessment.

## 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.
1. use visual arts practices
2. plan artworks
3. communicate ideas
4. evaluate artworks

## Units & Assessment (*order of unit delivery is flexible)

| | Unit A<br>"Looking inwards (self)" | Unit B<br>"Looking outwards (others)" | Unit C<br>"Clients" | Unit D<br>"Transform & extend" |
|---|---|---|---|---|
| **Topic:** | **Identity** | **Global Issues** | **Design** | **Apprentice** |
| Assessment #1:<br>(*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

Students in Visual Arts in Practice will, at times, need to source their own materials for their artworks or projects. Prior elective Year 9 and Year 10 Visual Art desirable.

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

# Vocational Education and Training

These subjects are competency based and are solely aimed at Certificate qualifications. Students will be awarded a Certificate on completion or awarded a statement of attainment for completed competencies, providing St Joseph's College has been supplied with the student's Unique Student Identifier (USI).

As the course is competency based there is no grade awarded during reporting or on the Senior Statement, but all competencies and the completion of the certificate are stated on the Senior Statement and contribute towards the Queensland Certificate of Education (QCE).

These courses are designed for students wanting Certificate qualifications and are interested in continuing with further studies or employment within these 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.

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 |
|---|---|
| BSB50120 Diploma of Business<br>– up to 8 QCE points | C in Year 10 English. |
| BSB30120 Certificate III in Business<br>– up to 8 QCE points | C in Year 10 English. |
| SIS30321 Certificate III in Fitness +<br>SIS20121 Certificate II in Sport and Recreation<br>– up to 6 QCE points<br><br>THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS. | C in Year 10 English and B standard in Year 10 HPE. |
| ICT30120 Certificate III in Information Technology<br>– 8 QCE points | Should have completed a Digital Technology subject in Year 9 and 10. |
| HLT23221 Certificate II in Health Support Services +<br>HLT33115 Certificate III in Health Services Assistance<br>– up to 6 QCE points<br><br>THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS. | C in Year 10 English. |
| MEM20422 Certificate II in Engineering Pathways<br>– up to 4 QCE points | No prerequisite but it is recommended to have completed at least one semester of Metal Technologies. |
| CPC20220 Certificate II in Construction Pathways<br>– up to 4 QCE points<br><br>THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS. | No prerequisite but it is recommended to have completed at least one semester of Wood Technologies. |

# Vocational Education and Training

Course Code:      BSB50120
Course Name:     **Diploma of Business**
RTO:      Aurora Training Institute
RTO Code:     32237
Cost:     $2750
Approx. QCE Points:   up to 8 (complementary)

Course Code:      BSB30120
Course Name:     **Certificate III in Business**
RTO:      Binnacle Training
RTO Code:     31319
Cost:     $395
Approx. QCE Points:   up to 8

Course Code:      SIS30321 / SIS20121
Course Name:     **Certificate III in Fitness + Certificate II in Sport and Recreation**
RTO:      Binnacle Training
RTO Code:     31319
Cost:     $495 for Certificate III in Fitness, $75 First Aid.
Approx. QCE Points:   up to 6

Course Code:      ICT30120
Course Name:     **Certificate III in Information Technology**
RTO:      TAFE Queensland powered by IVET
RTO Code:     0275
Cost:     $605
Approx. QCE Points:   up to 8

Course Code:      HLT23221 / HLT33115
Course Name:     **Certificate II in Health Support Services + Certificate III in Health Services Assistance**
RTO:      Mater Education
RTO Code:     5210
Cost:     In 2025, students were charged $800 for the completion of Certificate III in Health Services Assistance. At the time of printing, decisions around Career Ready VET funding are still being decided.
Approx. QCE Points:   up to 6

Course Code:      MEM20422
Course Name:     **Certificate II in Engineering Pathways**
RTO:      Blue Dog Training
RTO Code:     31193
Cost Fee for Service:  $1200 + $80 resources each year
Approx. QCE Points:   up to 4

Course Code:      CPC10120 / CPC20220
Course Name:     **Certificate II in Construction Pathways**
RTO:      Blue Dog Training
RTO Code:     31193
Cost Fee for Service:  $1200 + $80 resources each year
Approx. QCE Points:   up to 4

## Please Note:

Prices are accurate at the time of printing, subject to change without notice.
For further information on course costing, please see the Careers Team.

# Diploma of Business

**SCHOOL STUDENTS - FEE FOR SERVICE**

## BSB50120 - Diploma of Business

### AT A GLANCE

📅 12 Months

📍 Flexible Delivery

💲 $2,000-$2,750*

### CAREER OPPORTUNITIES

- Executive Officer
- Business Development Manager
- Department Manager
- Program Coordinator
- Business Sales Team Leader
- Office Manager

## Course Overview

Are you game to step up?

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.

## Course Delivery

This course is delivered over 12 months. Aurora Training Institute offers the following flexible delivery modes:

- Face-to-Face
- Blended
- Online Only

## Entry Requirements

Students must successfully complete the Aurora Training Institute Language, Literacy and Numeracy (LLN) test specific for this course.

NATIONALLY RECOGNISED TRAINING

## Course Requirements

To achieve a BSB50120 - Diploma of Business, 12 units must be completed including, 5 core units and 7 elective units.

### Core Units

| | |
|---|---|
| BSBCRT511 | Develop critical thinking in others |
| BSBFIN501 | Manage budgets and financial plans |
| BSBOPS501 | Manage business resources |
| BSBSUS511 | Develop workplace policies and procedures for sustainability |
| BSBXCM501 | Lead communication in the workplace |

### Elective Units

| | |
|---|---|
| BSBHRM525 | Manage recruitment and onboarding |
| BSBPMG430 | Undertake project work |
| BSBTWK503 | Manage meetings |
| BSBLDR522 | Manage people performance |
| BSBPEF501 | Manage personal and professional development |
| BSBWHS521 | Ensure a safe workplace for a work area |
| BSBMKG541 | Identify and evaluate marketing opportunities |

## Payment Method / Cost

Aurora Training Institute offers the following flexible delivery modes:

Face-to-Face - $2,750*

- Full face-to-face delivery (subject to school timetabling).
- Support from Trainer via Teams, phone or email as required.

Blended - $2,200*

- Fortnightly school visits during term time.
- Additional classes delivered via Teams in alternate weeks.
- Support from Trainer via Teams, phone or email as required.

Online Only - $2,000*

- Classes delivered via Teams as required by school timetable.
- Support from Trainer via Teams, phone or email as required.

*Subject to negotiation with schools.

Flexible payment options are available. Contact Aurora Training Institute for further information.

# Certificate III in Business

# CERTIFICATE III IN BUSINESS (BSB30120)
DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

## Why study this course?
This qualification reflects the role of individuals in a variety of Business Services job roles. 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. This program also includes student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss. An excellent work readiness program where students develop a range of essential workplace skills.

## Students will acquire skills in:
- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

## Pathway options may include:
- Pathway to Certificate IV or Diploma in Business, or University Degree pathway

## What will students achieve?
- BSB30120 Certificate III in Business (8 QCE credits max)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## Units of Competency

| Code | Title | Code | Title |
|------|-------|------|-------|
| BSBPEF201 | Support personal wellbeing in the workplace | BSBXTW301 | Work in a team |
| BSBPEF301 | Organise personal work priorities | BSBCRT311 | Apply critical thinking skills in a team environment |
| FNSFLT311 | Develop and apply knowledge of personal finances | BSBTEC301 | Design and produce business documents |
| BSBWHS311 | Assist with maintaining workplace safety | BSBWRT311 | Write simple documents |
| BSBSUS211 | Participate in sustainable work practices | BSBTEC201 | Use business software applications |
| BSBXCM301 | Engage in workplace communication | BSBTEC203 | Research using the internet |
| BSBTWK301 | Use inclusive work practices | | |
| **Optional additional units of competency** | | | |
| BSBCMM411 | Make presentations* | BSBPEF402 | Develop personal work priorities* |

# CERTIFICATE III IN BUSINESS (BSB30120)

## DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

### How will the students be assessed?

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

- Practical tasks
- Hands-on activities including customer interactions.
- Group projects.
- e-Learning projects

### Fees

**$395.00** Binnacle Training Fees

### Entry Requirements

Nil.

### Language, Literacy and Numeracy Skills

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

### Product Disclosure Statement

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

# CERTIFICATE III IN FITNESS (SIS30321) + OPTIONAL CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

## DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

### Why study this course?

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.

### Students will acquire skills in:

- 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

### Pathway options may include:

- Group exercise instructor or gym fitness instructor
- Pathway into Certificate IV in Fitness or University degree

### What will students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

### Units of Competency

| Code | Title | Code | Title |
|------|-------|------|-------|
| HLTWHS001 | Participate in workplace health and safety | SISFFIT035 | Plan group exercise sessions |
| BSBPEF301 | Organise personal work priorities | SISFFIT036 | Instruct group exercise sessions |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge | SISFFIT032 | Complete pre-exercise screening and service orientation |
| BSBOPS304 | Deliver and monitor a service to customers | SISFFIT033 | Complete client fitness assessments |
| BSBSUS211 | Participate in sustainable work practices | SISFFIT052 | Provide healthy eating information |
| BSBPEF202 | Plan and apply time management* | SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients |
| SISSPAR009 | Participate in conditioning for sport* | SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |
| SISXCCS004 | Provide quality service | HLTAID011 | Provide First Aid |
| SISXEMR003 | Respond to emergency situations | SISXFAC006 | Maintain activity equipment* |
| SISOFLD001 | Assist in conducting recreation sessions* | | |

\* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)

# CERTIFICATE III IN FITNESS (SIS30321) + OPTIONAL CERTIFICATE II IN SPORT AND RECREATION (SIS20122)

## DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

**How will the students be assessed?**
Program delivery will combine both class-based tasks and practical components in a real sport and fitness environment at the school. This involves the delivery of a range of practicals within their school community and to adult (18+) and older adult (55+) clients. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities including client interactions.
- Group projects.
- e-Learning projects

**Fees**
**$495.00** Binnacle Training Fees

**Entry Requirements**
Nil.

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

**Product Disclosure Statement**
This Course Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and 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: www.binnacletraining.com.au/rto

# Certificate III in Information Technology
## (ICT30120)

The technology sector faces a critical shortage of 60,000 IT professionals annually, with employers specifically seeking candidates possessing hands-on hardware, networking, and system administration skills. IVET's Certificate III in Information Technology directly addresses this gap by equipping students with the practical technical competencies most valued in today's AI-influenced workplace environment.

Students gain comprehensive experience with physical hardware components, networking equipment, and system administration tools through authentic scenarios that mirror real workplace challenges. These skills translate directly into employment opportunities in high-demand roles such as technical support specialist, network administrator, and help desk technician – positions that offer starting salaries 23% higher than those requiring only basic digital literacy.

Schools implementing this qualification provide students with a nationally recognised credential that creates multiple pathways: direct entry to the workforce, articulation to higher-level IT qualifications, or credit toward state-specific senior secondary certification. The program's flexible structure accommodates existing school resources while addressing growing STEM education priorities and equipping students with the technical skills increasingly required across all industry sectors. Position your school as a leader in technology education by offering this comprehensive, future-focused qualification that prepares students for the rapidly evolving digital economy.

### Job Role Outcomes

These roles exist across virtually all industry sectors, including education, healthcare, finance, government, manufacturing, and professional services. According to the National Skills Commission, technical support and system administration positions consistently appear on skills shortage lists and offer strong employment prospects with above-average salary growth.

**Entry-Level Positions:**

- Help Desk Support Officer
- IT Support Technician
- Network Support Officer
- Computer Technician
- Technical Support Representative
- Junior Systems Administrator
- ICT Client Support Officer
- Computer Hardware Technician
- Service Desk Analyst

**Career Progression Opportunities:**

- Network Administrator
- Systems Administrator
- IT Operations Specialist
- Desktop Support Team Leader
- Network Security Specialist
- IT Service Manager
- IT Infrastructure Specialist
- Cloud Support Technician
- IT Project Coordinator

ICT30120 Certificate III in Information Technology

# Course Structure – 2026

| | 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 | 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.

| 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 or imported units, but not added - i.e. the total number of units cannot be increased. A maximum of two imported units are allowed. Please refer to qualification packaging rules for precise information on allowable course composition.

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 | Product digital images for the web | Elective | 30 |

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

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

# Certificate II in Health Support Services + Certificate III in Health Services Assistance

At the time of printing, the information below was published for the 2025 cohort.

**mater** education

# VETiS Program Overview (Certificate II & Certificate III)

Registered Training Organisation (RTO):     Mater Education (RTO Code: 5210)

Email: schools@mater.org.au     Telephone: 07 3163 1500

Website: https://www.matereducation.qld.edu.au/

## HLT23221 Certificate II in Health Support Services

**QCE Points:** 4

## Description and Application

The qualification HLT23221 provides students with an introduction to the health care sector.

Mater Education's Vocational Education and Training in Schools (VETiS) program provides students the opportunity to study on-site at Mater or at various Health Hubs where they can learn about a range of roles in this dynamic industry and gain real-world experience learning alongside qualified healthcare professionals.

The program has been designed by our expert team of educators, giving students knowledge and skills in some key foundation areas such as medical terminology, transportation of patients, making beds, and communication. **Over six months (two school terms)** the program sees students complete a HLT23221 Certificate II in Health Support Services, with the option for them to then obtain a HLT33115 Certificate III in Health Services Assistance via a **ten week (one term)** gap program – setting them up to launch their healthcare careers straight after completing Year 12.

## Eligibility - Cost

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

VETiS qualifications are funded by the Queensland Government's VET Investment budget. The HLT23221 Certificate in Health Support Services is listed on the Queensland Government's Priority Skills list for VETiS funded delivery by approved pre-qualified suppliers.

VETIS Program Overview

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| | | | |
|---|---|---|---|
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This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Mater Education VETis program, students must:

- be currently enrolled in secondary school

- be enrolled in school in Year 10, 11 or 12

- 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 fee for service arrangements are available through Mater Education's Collaboration Agreement with schools. Fee for service cost is the current funded amount that will be invoiced to the student's base school.

Please refer to the Mater Education for further information.
https://www.matereducation.qld.edu.au/career-entry-qualifications/vetis

# Training and Assessment Delivery

Mater Education VETiS program is delivered by qualified trainers and assessors and can be delivered at the student's school (conditions apply), where the student will attend class one day per week over two (2) Terms (conditions apply).

Secondary school students are enrolled by the school as a student with Mater Education and qualifications or statement of attainment are issued by Mater Education.

Training and assessment are via Mater Education's mode of delivery which comprises online, face to face classroom-based training and simulated training.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.

Mater Education is responsible for all training and assessment.

VETIS Program Overview

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## Certificate II qualification consists of 12 units

**Core**

| | |
|---|---|
| CHCCOM005 | Communicate and work effectively in community and health |
| CHCDIV001 | Work with diverse people |
| HLTINF006 | Apply basic principles and practices of infection prevention and control |
| HLTWHS001 | Participate in workplace health and safety |

**Elective**

| | |
|---|---|
| CHCCCS020 | Respond effectively to behaviours of concern |
| CHCCCS026 | Transport individuals |
| CHCCCS010 | Maintain a high standard of service |
| CHCCCS012 | Prepare and maintain beds |
| HLTAID009 | Provide Cardiopulmonary resuscitation (Import) |
| BSBOPS203 | Deliver a service to customers |
| BSBPEF202 | Plan and apply time management |
| HLTWHS005 | Conduct manual tasks safely |

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

training.gov.au - HLT23221 – Certificate II in Health Support Services

VETIS Program Overview

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                                                                              Compliance Mater Education

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# HLT33115 Certificate III in Health Services Assistance

**QCE Points:** 2

To continue studying the Certificate III Health Services Assistance Gap Program, students must have successfully completed the Certificate II in Health Support Services. This will provide credit for units already completed as part of the Certificate II program.

## Description and Application

The five (5) gap units of the HLT33115 provides students with knowledge and skill in developing the skills required to work in the health care sector.

Mater Education's Certificate III in Health Services Assistance gap course will provide the knowledge and skills needed to work in a range of assistant-style roles – from jobs as patient care attendant or an assistant in nursing, through to orderly and wards person positions.

***Delivered over ten-weeks (one term) —***

Key areas of learning and skills development include:

- interpreting and applying medical terminology
- anatomy and physiology
- working in health and community services
- team effectiveness
- organisational skills.

Graduates of the course will be able to work confidently in the following roles:

- assistant in nursing
- patient care attendant
- personal carer
- orderly
- wards person.

## Eligibility – Cost

Certificate III Health Services Assistance Gap Program fee: $750 invoiced to the student's base school.

**Please note, students enrolling into courses commencing after the 1st January 2025 fees will increase to $800.**

Please refer to the Mater Education for further information.
https://www.matereducation.qld.edu.au/career-entry-qualifications/vetis

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## Training and Assessment Delivery

Mater Education VETiS program is delivered by qualified trainers and assessors and can be delivered at the student's school (conditions apply), where the student will attend class one day per week over one (1) Term.

Secondary school students are enrolled by the school as a student with Mater Education and their qualifications or statement of attainment are issued by Mater Education.

Training and assessment are via Mater Education's mode of delivery which comprises online, face to face classroom-based training and simulated training.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course.

Mater Education is responsible for all training and assessment.

## Certificate III qualification consists of 15 units

**Core**

| CHCCOM005 | Communicate and work effectively in community and health | Credit transfer |
| --- | --- | --- |
| CHCDIV001 | Work with diverse people | Credit transfer |
| HLTINF006 | Apply basic principles and practices of infection prevention and control | Credit transfer |
| HLTWHS001 | Participate in workplace health and safety | Credit transfer |
| BSBMED301 | Interpret and apply medical terminology appropriately | **To be Delivered** |
| BSBWOR301 | Organise personal work priorities and development | **To be Delivered** |
| HLTAAP001 | Recognise healthy body systems | **To be Delivered** |

**Elective**

| CHCCCS020 | Respond effectively to behaviours of concern | Credit transfer |
| --- | --- | --- |
| CHCCCS026 | Transport individuals | Credit transfer |
| CHCCCS010 | Maintain a high standard of service | Credit transfer |
| CHCCCS012 | Prepare and maintain beds | Credit transfer |
| HLTAID009 | Provide Cardiopulmonary resuscitation | Credit transfer |
| BSBOPS203 | Deliver a service to customers (Import) | Credit transfer |
| CHCCCS002 | Assist with movement | **To be Delivered** |
| BSBFLM312 | Contribute to team effectiveness | **To be Delivered** |

NOTE: Elective units are subject to change to ensure alignment to current industry practices.

More information about this qualification is available at:

training.gov.au – HLT33115 – Certificate III in Health Services Assistance

**Affirmation**

VETIS Program Overview

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# MEM20422 Certificate II in Engineering Pathways

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

**QCE Credits:** 4 Core Credits

## 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.

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
This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. 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 Training's 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 is 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 |
| MSMENV272 | 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 |

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 may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

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

# CPC20220 Certificate II in Construction Pathways

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

**QCE Credits:** 4 Core Credits

## Description

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements, 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 qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

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 aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

## Eligibility - Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. 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 Training's 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 is responsible for all training and assessment.

## Core

| 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 |

## Elective

| CPCWHS1001# | Prepare to work safely in the construction industry |
|---|---|
| CPCCCM2004* | Handle construction materials |
| CPCCCM1011 | Undertake basic estimation and costing |
| CPCCCA2002* | Use carpentry tools and equipment |
| 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 may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

- ➢ # The unit CPCWHS1001 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 about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

# Externally Delivered University Subjects

## 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.

## Why study Head Start

| **Your first Head Start course is free** | **Credits towards a related UniSQ degree** | **Entry into UniSQ degree** |
|---|---|---|
| Additional courses are discounted if you want to get further ahead. | Gain credits for the courses you pass and you'll have fewer courses to study when you start your 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** | **QCE points** | **Choose how you study** |
|---|---|---|
| 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. | Receive two credit points towards your Queensland Certificate of Education (QCE) for each course successfully completed. | It is your decision how to structure your Head Start studies – while still fulfilling your school commitments. |

University of **Southern Queensland**

# St Joseph's College
# Proposed Schedule of Levies 2026

The table below indicates the costs of levies proposed for 2026. This table should be used as a guide only. At the end of 2025, each family will be given a schedule of fees for subject levies once final costings have been determined for 2026.

| Subject / Certificate Course | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|---|---|---|
| Biology | | | | | | $650 |
| Design | | | $50 | $70 | $70 | $70 |
| Design Technology – Food | | | $150 | $150 | | |
| Design Technology – Metal | | | $100 | $100 | | |
| Design Technology – Textiles | | | $100 | $100 | | |
| Design Technology – Wood | | | $110 | $120 | | |
| Drama | | | $50 | $50 | $150 | $150 |
| Drama in Practice | | | | | $150 | $150 |
| English | $35 | $35 | $35 | | | |
| Fashion | | | | | $80 | $80 |
| French | | | $130 | $130 | $130 | $130 |
| Furnishing Skills | | | | | $270 | $380 |
| Hospitality Practices | | | | | $190 | $190 |
| Japanese | | | $115 | $115 | $115 | $115 |
| Legal Studies | | | | | $40 | |
| Music | | | $50 | $50 | $150 | $150 |
| Physical Education | | | | | $50 | $50 |
| Tourism | | | | | $150 | $150 |
| Visual Art | | | $50 | $50 | $150 | $150 |
| Visual Arts in Practice | | | | | $100 | $100 |
| Diploma of Business | | | | | $2750 | |
| Certificate III in Business | | | | | $395 | |
| Certificate III in Fitness + Certificate II in Sport and Recreation + First Aid | | | | | $495 +$75 | |
| Certificate III in Information Technology | | | | | $345 | $260 |
| Certificate II in Health Support Services + Certificate III in Health Services Assistance | | | | | $800 | |
| Certificate II in Engineering Pathways | | | | | $1200 + $80 | $80 |
| Certificate II in Construction Pathways | | | | | $1200 +$80 | $80 |
| Camp or Retreat or Work Experience | $400 | $540 | | $25 | $320 | $400 |
| First Aid & CPR Certificate | | | | $90 | | |