

YEAR 11 | 2024

SUBJECT SELECTION GUIDE



St Joseph's College
COOMERA

Courage to Love, Learn and Serve



St Joseph's College

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The St Joseph's Graduate

The staff and leadership of St Joseph's College understand we are a foundational influence in their lives in guiding young people in their educational journey. We have, with parents, the great honour and responsibility of challenging and shaping the character, spirit and intellect of our young people and their faith.

Our school will prepare the intellect of each child for the journey that awaits. However, our greater function is to ensure the foundational elements of faith and character are secure. In so doing we ensure a life that may be lived to the full as Christ intended. A belief anchored in our faith where each child's actions and decisions are founded in strength and integrity.

As such the St Joseph's graduate will:

Be persistent in their thoughts and attitudes and have an ability to think flexibly being solution focused

Show Empathy and search for Understanding of other people and act 'beyond themselves' through service and action within their communities

Strive for accuracy, question the world around them and pose problems for solution to create a society of integrity and reflectiveness

Think and work interdependently and understand that through cooperation and collaboration the best outcomes, and best practice, is ensured.

Be encouraged to think and communicate with clarity and precision, gathering data from multiple sources through multiple mediums, ensuring responsibility, reliability and success in decision making and action.

Always look to create, imagine, and innovate in the world around them to shape their own path in the world.

Endeavour to take time, manage their impulsivity and take risks that are responsible and beneficial to our communities now and in the future.

Will always look to learn, and reflect on their learning, to ensure their continuous improvement, always thinking about the past to inform their future direction and new experiences.

Enjoy life to its fullest, finding humour, responding with joy, and experiencing the fullness of God's creation with awe.

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Introduction

This booklet details the St Joseph's College Senior Curriculum entering Year Eleven. This guide should assist students in making appropriate subject choices for their studies at Assisi during the Senior Phase of Learning. All students will be working towards a Queensland Certificate of Education (QCE).

To assist in the decision making of subject selection, this booklet will help to:

- Broaden one's knowledge of the various subjects on offer
- Explain pathways for senior year students and deciding which is most appropriate
- Provide requirements for obtaining a QCE (Queensland Certificate of Education)
- Provide requirements for obtaining an ATAR.

HOW TO CHOOSE YOUR SUBJECTS

In selecting subjects, it is important that students consider:

- Areas that are of interest
- Ability
- Career aim
- Pathway after school – university, TAFE, work, and prerequisites associated with these
- Job requirements
- Subject prerequisites – have these been met?
- Keeping options open and having a back-up plan

Students should not choose a subject based on:

- Friends taking it
- The teacher who has taken it in the past
- Possibility of an excursion
- They've heard it's easy
- They have heard they need to do it even though you hate it and haven't passed it previously

YEAR 11 AND 12 SENIOR SCHOOL CURRICULUM

There are many pathways that students can choose to lead them to the attainment of the QCE. They must obtain 20 credit points through the courses that they study in Senior Schooling and meet certain Literacy and Numeracy requirements.

The curriculum structure we offer to Year 11 and 12 students exposes them to a range of pathways towards the achievement of the QCE.

This booklet outlines the options available in Year 11 and 12.

Student's study 6 subjects in Year 11 and 12. All students, at this point, are required to select from –

Religion and Ethics/Study of Religion/Essential English/English/Mathematics

They are then required to indicate 6 preferences for the remaining 4 subjects (two of which will be reserves). As with all subject selection processes, we cannot guarantee that students will receive their first four preferences.

HOW CAN PARENTS HELP?

- Encouraging students in their learning and in sound study techniques
- Providing a supportive learning environment in the home showing a daily interest in what their child is doing
- Encouraging participation in subject activities
- Being aware of the school's expectations and assessment programs
- Helping children with their time management and encouraging them to begin planning for assessment as soon as it is handed out
- Enquiring about the school's course of study
- Discussing the topics studied
- Encouraging their children to read widely
- Providing access to news and current affairs which will assist students to consider a world view and a variety of opinions on current situations
- Taking opportunities to meet the teacher to discuss their child's progress
- Encouraging participation in extra-curricular activities
- Supporting school excursions

TIMELINE

Subject Selection Expo with Students and Parents	Term 3	Week 3
All subject selection due to be uploaded on SSO	Term 3	Week 4
Subject Selection Interviews for all 2024 – Year 11 students	Term 3	Week 5
Students are informed of allocated electives	Term 4	

SENIOR EDUCATION PROFILE

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

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

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

SENIOR STATEMENT

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.

SENIOR SUBJECTS

The QCAA develops four types of senior subject syllabuses — General, Applied and Essential, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

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.

APPLIED AND ESSENTIAL SYLLABUSES

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

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 AND SHORT COURSES

In addition to literacy and numeracy, General syllabuses and Short Courses 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.

21st century skills

Preparing students for a changing world



Young Queenslanders in the 21st century need to be

<p>Innovators</p>	<p>Entrepreneurs</p>	<p>Lifelong learners</p>	<p>Responsible global citizens</p>
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What are the 21st century skills in the General senior syllabuses?

<p>Critical thinking</p> <ul style="list-style-type: none"> analytical thinking problem-solving decision-making reasoning reflecting and evaluating intellectual flexibility 	<p>Creative thinking</p> <ul style="list-style-type: none"> innovation initiative and enterprise curiosity and imagination creativity generating and applying new ideas identifying alternatives seeing or making new links 	<p>Communication</p> <ul style="list-style-type: none"> effective oral and written communication using language, symbols and texts communicating ideas effectively with diverse audiences 	<p>Collaboration and teamwork</p> <ul style="list-style-type: none"> relating to others (interacting with others) recognising and using diverse perspectives participating and contributing community connections 	<p>Personal and social skills</p> <ul style="list-style-type: none"> adaptability/flexibility management (self, career, time, planning and organising) character (resilience, mindfulness, open- and fair-mindedness, self-awareness) leadership citizenship cultural awareness ethical (and moral) understanding 	<p>ICT skills</p> <ul style="list-style-type: none"> operations and concepts accessing and analysing information being productive users of technology digital citizenship (being safe, positive and responsible online)
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APPLIED AND ESSENTIAL SYLLABUSES

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

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

VOCATIONAL EDUCATION & 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 ELIGIBILITY - ATAR

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 five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

GENERAL SYLLABUSES

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.

Unit 1	Unit 2	Unit 3	Unit 4
Satisfactory Result = 1 point	Satisfactory Result = 1 point	You <u>must</u> pass Unit 3 and 4 to get 2 points	
Unsatisfactory Result = 0 point	Unsatisfactory Result = 0 point	Pass U3, Fail U4 = 0 points	Fail U3, Pass U4 = 0 points

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guidelines

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

APPLIED AND ESSENTIAL SYLLABUSES

Applied and Essential syllabuses course overview

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

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

Units 3 and 4 consolidate student learning. Results from assessment in Applied and Essential subjects contribute to the award 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 and Essential syllabuses includes core topics and elective areas for study.

Assessment

Applied and Essential syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should 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 CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions

- marked by the school according to a common marking scheme developed by the QCAA.
- The CIA is not privileged over the other summative internal assessment.

Summative Internal Assessment – Instrument-Specific Standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Which Pathway Should I Take?

THE ATAR PATHWAY

The ATAR Pathway is set up for one specific purpose – to give students a ranking which will enable them to apply for and be selected to complete a university course. An ATAR pathway is heavily academic and successfully achieving an ATAR score will require plenty of homework and study, as well as external examinations.

A balance of five General subjects is the typical choice for most students following an ATAR pathway.

A VOCATIONAL PATHWAY – ACCESS PATHWAY

A Vocational Pathway can be used for students who are not looking at a tertiary pathway or are looking for an alternate pathway to university. It is often used by students interested in a range of more practical subject areas, and positions students well to transition into the workplace or into further study at some tertiary institutions.

A Vocational Pathway may incorporate a blend of General and Applied subjects, Certificate courses delivered in partnership with a Registered Training Organisation and / or a structured apprenticeship or traineeship.

Whilst not eligible for an ATAR, students may still successfully pursue study after school.

ATAR Pathway

Students study:
6 General Subjects

OR

5 General Subjects and 1 Applied or Certificate III option

OR

4 General Subjects and 2 Applied subjects
4 General Subjects and 1 Applied subject and 1 Certificate III option

QCE can be attained.
Senior Statement can be attained

ATAR Eligible

Tertiary entrance via ATAR result

NO access to School Based Apprenticeships

ACCESS Pathway

Students study:
Relevant Religion,
English and
Mathematics And
Combination of
General, Applied and
VET options

(with no more than 3
General subjects
overall)

QCE can be attained.
Senior Statement can be attained.

Possible ATAR eligibility
and university entrance
based on completed
Certificate III

Access to School Based
Traineeships and
Apprenticeships

Pre-requisites

Key Learning Area	QCAA General Subject	Year 10 Pre – requisites (Semester 1 Grade)
English	English - General	B- in English
Mathematics	Mathematics - General	C in Maths
	Mathematics Methods - General	B in Maths
Science	Biology - General	B- in Maths and B- in Science
	Chemistry - General	B- in Maths and B- in Science
	Physics - General	B- in Maths and B- in Science
Humanities	Business - General	C+ in Business and C in English
	Legal Studies - General	C+ in Business and C in English
	Study of Religion - General	B- in Religion and C in English
The Arts	Film, Television and New Media - General	C in English
	Visual Art - General	C in English
Technologies:	Engineering – General	B- in Science and B- in Maths
	Food & Nutrition - General	B in Food or Hospitality and C in English
HPE	Physical Education - General	C in HPE
	Health - General	C in HPE and C in English

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses are available to students while they are still at school. VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job.

The assessment conducted in these courses is competency-based. Students must demonstrate that they are competent at a particular task before they are awarded each competency.

Students can undertake VET at school:

- As part of their school studies – delivered by the school, in partnership with an external Registered Training Organisation (RTO),
- By enrolling in a qualification with an external registered training organisation, like TAFE, or
- As a school-based apprentice or trainee.

VETIS FUNDING

Certificate courses delivered by external RTO's may incur a fee and/or be included in the Department of Employment, Small Business and Training's VET investment budget (referred to as VETiS funding).

Due to funding guidelines, there are restrictions imposed around the use of VETiS. Students can only access VETiS funding once, and so when more than one certificate course is being studied, this will impact the costs payable by the student as the user.

CERTIFICATE COURSES

CPC10120/ CPC20220	Certificate I in Construction / Certificate II in Construction Pathways	4 QCE credits
SIT20306	Certificate II in Hospitality	4 QCE credits
BSB30120	Certificate III in Business	8 QCE credits
CHC30221	Certificate III in Education Support	8 QCE credits
10971NAT	Certificate IV Justice Studies	8 QCE credits
For any TAFE at School, please see Mrs Fiona Fowler		

HOW TO CHOOSE SUBJECTS

Choosing your elective subjects for Year 9 is an opportunity for you to explore and discover your own particular talents, skills and interests. When selecting your elective subjects, you should consider subjects you enjoy and will be successful in, keeping in mind the choices you make could have a bearing on your future career goals and aspirations.

When choosing your elective subjects there are a few things you should consider:

- What are my personal interests and hobbies?
- What am I good at and will be successful in?
- What are my career goals and aspirations?

The subjects you choose may lead to new career pathways or interests e.g., Art may lead you to cultivate an interest in the Arts. You may become an Artist or enjoy it as a hobby. Even if you did not pursue a career in Art, it could help you to pursue a career in design e.g., Fabrics, Dressmaking and Graphic Art. Similar things might be said about other subject areas.

Steps in Choosing Subjects:

1. Think about the things you enjoy and value.
2. Talk to your parents and teachers.
3. With your parents, complete the Subject Selection Online process.

SUBJECT SELECTION PROCESS

1. Students complete the online survey indicating in order of preference, the subjects they wish to study in Year 11.
2. A 'line structure' will be developed that provides the widest range of elective combinations (within timetabling constraints).
3. 'Subject Selection' will have to be reconsidered for the few students (if any) whose preferences are not completely satisfied by the 'line structure'.

Note: Subject selections for new enrolments will be made according to the 'line structure' and are subject to class size constraints.

CHOOSING PATHWAYS

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different to those of another student.

This means it is unwise to either take or avoid a subject because:

- Your friends are, or are not, taking it;
- You supposedly like or dislike a teacher
- You think it is only for boys or only for girls (all subjects have equal value for males and females)

ENGLISH

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Extended response — written response for a public audience		Extended response — imaginative written response	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Extended response — persuasive spoken response		Examination — analytical written response	

ESSENTIAL ENGLISH

APPLIED SENIOR SUBJECT

APPLIED

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response — Written response

MATHEMATICAL METHODS

GENERAL

GENERAL SENIOR SUBJECT

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics, and functions	Calculus and further functions	Further calculus	Further functions and statistics
Arithmetic and geometric sequences and series 1	Exponential functions 2	The logarithmic function 2	Further differentiation and applications 3
Functions and graphs	The logarithmic function 1	Further differentiation and applications 2	Trigonometric functions 2
Counting and probability	Trigonometric functions 1	Integrals	Discrete random variables 2
Exponential functions 1	Introduction to differential calculus		Continuous random variables and the normal distribution
Arithmetic and geometric sequences	Further differentiation and applications 1		Interval estimates for proportions
	Discrete random variables 1		

Assessment

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
Problem-solving and modelling task		Examination	
Summative internal assessment 2 (IA2):	15%		
Examination			
Summative external assessment (EA): 50%			
Examination			

GENERAL MATHEMATICS

GENERAL

GENERAL SENIOR SUBJECT

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

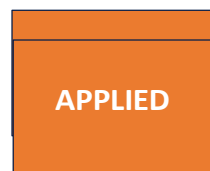
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
Problem-solving and modelling task		Examination	
Summative internal assessment 2 (IA2):	15%		
Examination			
Summative external assessment (EA): 50%			
Examination			

ESSENTIAL MATHEMATICS

APPLIED SENIOR SUBJECT



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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data, and graphs	Money, travel, and data	Measurement, scales, and data	Graphs, chance, and loans
Fundamental topic: Calculations	Fundamental topic: Calculations	Fundamental topic: Calculations	Fundamental topic: Calculations
Number	Managing money	Measurement	Bivariate graphs
Representing data	Time and motion	Scales, plans and models	Probability and relative frequencies
Graphs	Data collection	Summarising and comparing data	Loans and compound interest

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task	Summative internal assessment 3 (IA3): Problem-solving and modelling task
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Examination

BIOLOGY

GENERAL SENIOR SUBJECT

GENERAL

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
Cells as the basis of life	Homeostasis	Describing biodiversity	DNA, genes, and the continuity of life
Multicellular organisms	Infectious diseases	Ecosystem dynamics	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):	10%	Summative internal assessment 3 (IA3):	20%
Data test		Research investigation	
Summative internal assessment 2 (IA2):	20%		
Student experiment			
Summative external assessment (EA): 50%			
Examination			

CHEMISTRY

GENERAL SENIOR SUBJECT

GENERAL

Chemistry is the study of materials and their properties and structure.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

PHYSICS

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear, and electrical physics	Linear motion and waves	Gravity and electromagnetism	Revolutions in modern physics
Heating processes	Linear motion and force	Gravity and motion	Special relativity
Ionising radiation and nuclear reactions	Waves	Electromagnetism	Quantum theory
Electrical circuits			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):	10%	Summative internal assessment 3 (IA3):	20%
Data test		Research investigation	
Summative internal assessment 2 (IA2):	20%		
Student experiment			
Summative external assessment (EA): 50%			
Examination			

SCIENCE IN PRACTICE

APPLIED SENIOR SUBJECT

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests, and career aspirations. It can establish a basis for further education and employment in many fields, e.g., animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts, and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations, and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions, and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions and make decisions and recommendations using scientific evidence.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
Scientific literacy and working scientifically	Science for the workplace
Workplace health and safety	Resources, energy, and sustainability
Communication and self-management	Health and lifestyles
	Environments
	Discovery and change

Assessment

For Science in Practice, assessment from Unit 3 and 4 is used to determine the students exit result and consist of *four* instruments including:

- At least one investigation based on primary data
- A range of assessment instruments that includes no more than two assessment instruments from any one technique.

Collection of work	Collection of work	Collection of work	Collection of work	Collection of work
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500– 900 words spoken: 2½– 3½ minutes multimodal non- presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600– 1000 words spoken: 3–4 minutes multimodal non- presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	At least three different components from the following: written: 200– 300 words spoken: 1½ – 2½ minutes multimodal non- presentation: 6 A4 pages max (or equivalent) presentation: 2–3 minutes performance: continuous class time test: 20–30 minutes 50–250 words per item.	Presented in one of the following modes: written: 600– 1000 words spoken: 3–4 minutes multimodal non- presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	60–90 minutes 50–250 words per item

BUSINESS

GENERAL SENIOR SUBJECT

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- Describe business environments and situations
- Explain business concepts, strategies and processes
- Select and analyse business data and information
- Interpret business relationships, patterns and trends to draw conclusions
- Evaluate business practices and strategies to make decisions and propose recommendations
- Create responses that communicate meaning to suit purpose and audience

Structure

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

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Examination — combination response		Extended response — feasibility report	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Investigation — business report		Examination — combination response	

LEGAL STUDIES

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt	Balance of probabilities	Law, governance, and change	Human rights in legal contexts
Legal foundations	Civil law foundations	Governance in Australia	Human rights
Criminal investigation process	Contractual obligations	Law reform within a dynamic society	The effectiveness of international law
Criminal trial process	Negligence and the duty of care		Human rights in Australian contexts
Punishment and sentencing			

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):	25%	Summative internal assessment 3 (IA3):	25%
Examination — combination response		Investigation — argumentative essay	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Investigation — inquiry report		Examination — combination response	

APPLIED SENIOR SUBJECT

Tourism is one of the world's largest industries, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product.

1. Tourism is also one of Australia's most important industries, assuming increasing value as a source of expanding business and employment opportunities.
2. 'Tourism industry' is an umbrella term used to describe the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in entertainment, culture, conferences, adventure, shopping, dining, challenges, and self-development or visiting friends and relatives.
3. The subject is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope, and operation of the related tourism sectors of travel, hospitality, and visitor services.

In Tourism, students examine the socio-cultural, environmental, and economic aspects of tourism, as well as tourism opportunities, problems, and issues across global, national and local contexts.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

- 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

The Visual Arts in Practice course is designed around core and elective topics.

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

Assessment

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

- at least three different assessment techniques, including:
 - one project
 - one examination

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses investigative practices and the outcomes of applying these practices.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems.

STUDY OF RELIGION

GENERAL SENIOR SUBJECT

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning, and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings	Religion and ritual	Religious ethics	Religion, rights and the nation-state
Sacred texts	Lifecycle rituals	Social ethics	Religion and the nation-state
Abrahamic traditions	Calendrical rituals	Ethical relationships	Religion and human rights

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response	25%	Summative internal assessment 3 (IA3): Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): Investigation — inquiry response	25%	Summative external assessment (EA): Examination — short response	25%

RELIGION AND ETHICS

GENERAL

APPLIED SENIOR SUBJECT

Religion & Ethics focuses on the personal, relational, and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual, and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class, and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

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

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

Structure

Core topics	Elective topics	
Who am I? the personal perspective	The Australian scene • Peace and conflict	Indigenous Australian
Who are we? the relational perspective	Ethics and morality	Religious citizenship spiritualities
Is there more than this? the spiritual perspective	Religion and contemporary Good and evil culture Heroes and role models Religions of the world	Sacred stories Meaning and purpose Social justice Spirituality

Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item on the test

FILM, TELEVISION AND NEW MEDIA

GENERAL

GENERAL SENIOR SUBJECT

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

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

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

Pathways

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

Objectives

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

Structure

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

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
Case study investigation		Stylistic project	
Summative internal assessment 2 (IA2):	25%		
Multi-platform project			
Summative external assessment (EA): 25%			
Examination — extended response			

VISUAL ART

GENERAL SENIOR SUBJECT

GENERAL

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions, and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning

Structure

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

Assessment

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

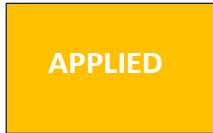
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
Investigation — inquiry phase 1		Project — inquiry phase 3	
Summative internal assessment 2 (IA2):	25%		
Project — inquiry phase 2			
Summative external assessment (EA): 25%			
Examination			

VISUAL ARTS IN PRACTICE

APPLIED SENIOR SUBJECT



Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

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

Objectives

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

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

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
Visual mediums, technologies, techniques	2D
Visual literacies and contexts	3D
Artwork realisation	Digital and 4D
	Design
	Craft

Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.
A project consists of: a product component: variable conditions at least one different component from the following written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes.	variable conditions	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

MEDIA ARTS IN PRACTICE

APPLIED

APPLIED SENIOR SUBJECT

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

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

Objectives

- By the conclusion of the course of study, students should:
- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

Structure

The Media Arts in Practice course is designed around core and elective topics.

Core	Electives
Media technologies Media communications Media in society	Audio Curating Graphic design Interactive media Moving images Still image

Assessment

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

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

at least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes product: variable conditions.	variable conditions	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

DIGITAL SOLUTIONS

GENERAL SENIOR SUBJECT

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

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

Learning in Digital Solutions provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

Pathways

Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

Structure

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

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation – technical proposal	20%	Summative internal assessment 3 (IA3): Project – folio	25%
Summative internal assessment 2 (IA2): Project – digital solutions	30%	Summative external assessment (EA): Examination	25%

ENGINEERING

GENERAL SENIOR SUBJECT

The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses, and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve

Pathways

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

Objectives

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

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

Structure

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

Assessment

Unit 3

Assessment Summative internal assessment 1: Project — folio (25%)

Summative internal assessment 2: Examination (25%)

Unit 4

Summative internal assessment 3: Project — folio (25%)

Summative external assessment: Examination (25%)

FOOD AND NUTRITION

GENERAL SENIOR SUBJECT

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein	Food drivers and emerging trends	Food science of carbohydrate and fat	Food solution development for nutrition consumer markets
Introduction to the food system	Consumer food drivers	The food system	Formulation and reformulation for nutrition consumer markets
Vitamins and minerals	Sensory profiling	Carbohydrate	Food development process
Protein	Labelling and food safety	Fat	
Developing food solutions	Food formulation for consumer markets	Developing food solutions	

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	30%
Examination		Project — folio	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Project — folio		Examination	

HOSPITALITY PRACTICES

APPLIED SENIOR SUBJECT

Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options. It emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

As well, students examine and evaluate industry practices from the food and beverage sector. Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

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

- Know and understand
 - explain concepts and ideas from the food and beverage sector
 - describe procedures in hospitality contexts from the food and beverage sector
- Examine and apply
 - examine concepts and ideas and procedures related to industry practices from the food and beverage sector
 - apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
 - use language conventions and features to communicate ideas and information for specific purposes
- Plan and evaluate
 - plan, implement and justify decisions for events in hospitality contexts
 - critique plans for, and implementation of, events in hospitality contexts
 - evaluate industry practices from the food and beverage sector.

Structure

Core	Electives
<ul style="list-style-type: none"> - Navigating the hospitality industry - Working effectively with others - Hospitality in practice 	<ul style="list-style-type: none"> - Kitchen operations - Beverage operations and service - Food and beverage service

Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis, examination and/or evaluation of ideas and information in provided stimulus materials.	A technique that assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

HEALTH

GENERAL

GENERAL SENIOR SUBJECT

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living Alcohol (elective) Body image (elective)	Community as a resource for healthy living Homelessness (elective) Road safety (elective) Anxiety (elective)	Respectful relationships in the post-schooling transition

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — action research	25%	Summative internal assessment 3 (IA3): Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination	25%

PHYSICAL EDUCATION

GENERAL SENIOR SUBJECT

GENERAL

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

SPORT AND RECREATION

APPLIED SENIOR SUBJECT

APPLIED

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying, and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

Core topics	Elective topics
Sport and recreation in the community	Active play and minor games
Sport, recreation, and healthy living	Challenge and adventure activities
Health and safety in sport and recreation activities	Games and sports
Personal and interpersonal skills in sport and recreation activities	Lifelong physical activities
	Rhythmic and expressive movement activities
	Sport and recreation physical activities

Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response, or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis, examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction, or conveying meaning or intent.	A response that answers several provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: 2–4 minutes. *	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	2–4 minutes*	60–90 minutes 50–250 words per item

VOCATIONAL EDUCATION & TRAINING COURSES



WHAT IS VET?

Vocational Education and Training (also known as VET) is education and training that focuses on providing skills for work.

At St. Joseph's College, we are currently planning to offer the following VET courses as an integral part of the College timetable for 2024 – 2025.

CPC10120/ CPC20220	Certificate I in Construction / Certificate II in Construction Pathways	4 QCE credits
SIT20306	Certificate II in Hospitality	4 QCE credits
BSB30120	Certificate III in Business	8 QCE credits
CHC30221	Certificate III in Education Support	8 QCE credits
10971NAT	Certificate IV Justice Studies	8 QCE credits
For any TAFE at School, please see Mrs Fiona Fowler		

These qualifications are 'Fee for Service' products, extra payment and fees may be involved.

EXTERNAL RTO'S AND OTHER ORGANISATIONS IN THE GOLD COAST REGION

Qualifications are delivered by external RTOs. The largest provider in the region is Gold Coast TAFE, but we will consider collaboration with Gold Coast Trade College, Aurora Training, ADAPT, Blueprint and Bluedog. The most common areas of training are in:

- Construction
- Tourism
- Information Technology
- Digital Media
- Children's Services
- Crime and Justice

and many more.

In this mode of delivery, students attend classes outside the College and, as a result, their timetable may look different.

At St Joseph's College we also offer:

- School Based Traineeships
- School Based Apprenticeships
- TAFE at Schools program
- Work Experience

If interested in traineeships, apprenticeships, TAFE Courses and/or work experience, please contact Mrs Fiona Fowler, Vocational Pathways and Careers Program Leader.

Code of Practice

All the VET courses offered by this College can lead to nationally recognised qualifications – a certificate (if all the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed).

This certificate/statement of attainment will be recognised nationally. This is because Australia has a national qualifications framework called the Vocational Qualifications Framework (VQF).

Certificates gained can lead directly to employment, further study, or tertiary pathways.

Service Agreement

Educational pathway programs are generally two-year courses. St. Joseph's College will provide all students with every opportunity to complete the certificate courses offered as per the rights and obligations outlined in the enrolment process and student information handbooks.

Students successfully achieving all qualification requirements will be provided with a Qualification and a Record of Results. Students who achieve at least one or more units but not a full qualification) for a certificate will receive a Statement of Attainment for units successfully achieved.

Students who depart a certificate course prior to its completion date will also receive a Statement of Attainment for competencies completed at the date of exit from the course.

All courses offered need to be of a viable class size for the College to implement them. If a VET subject cannot run, or the school can no longer deliver a course offered, every effort will be made to ensure that students may complete their studies through another RTO. In some cases, this may incur costs.

Learning Experiences

Assessment is competency based. Students must demonstrate competence on more than one occasion to be deemed competent. A range of teaching and learning strategies will be used to deliver competencies. These may include, but are not limited to:

- practical tasks
- group work
- activities in simulated work environments
- student workbooks
- role plays
- work placements and
- industry excursions and activities.

Appropriately qualified staff will assess the extent to which a student is likely to achieve the stated competency standards and outcomes of the course, based on his/her qualifications and experience.

Structured Work Placement

Many VET courses have compulsory structured vocational placement to be undertaken throughout the two-year course.

Due to the nature of individual industry requirements, vocational placement may occur during school hours or may need to be undertaken out of school hours or in school holidays.

Please refer to individual course outlines for more details.

Third Party Arrangements

In some instances, St Joseph's College will partner with another training organisation to deliver training, for either an individual unit of competency or for a full qualification. In these cases, St Joseph's College will deliver the qualification in accordance with the partnership agreement on behalf of another RTO.

Costs may be incurred, as outlined in the individual subject/ course outlines that follow in this handbook.

Please contact the VET and Careers Program Leader, Mrs Fiona Fowler for further information
(07) 5670 5500 fiona.fowler@bne.catholic.edu.au

NOTE: Information regarding Training providers partners and the cost of courses may vary; however, the information is true and correct at the time of publication.

School-based traineeships and apprenticeships

School-based apprenticeships and traineeships (SATs) enable students to complete a formal qualification as well as undertake paid work in their chosen field. Students participating in this program will spend one day per week for one or two years 'on the job' and will undertake formal one-on-one training.

There are a range of SATs available to students in a range of areas including but not limited to:

- Construction
- Engineering
- Business
- Hospitality, and
- Retail.

Requirements

A SAT must have an impact on your school timetable. Therefore, some of the training or work must take place during school hours. There may be costs for this training and related costs such as uniforms, textbooks, and transport.

Advantages of completing a SAT

SATs contribute points towards the Queensland Certificate of Education. Young people employed as school-based apprentices or trainees develop workplace skills, knowledge, confidence and a competitive edge when applying for jobs.

Steps to gaining a SAT

1. Choose the right SAT that suits you. See the St Joseph's College Newsletter and Teams
2. See Mrs Fiona Fowler, the College Vocational Education and Career Coordinator.
3. Find an employer.
Once you have decided which SAT you want to do, you will need to find an employer who will give you a job so you can earn while you learn.
 - a) Contact businesses in person or by letter
 - b) Apply for jobs advertised in newspaper or internet
 - c) Contact a Job Network
 - d) Talk to family and friends to see if they know anyone who could employ you as an apprentice or trainee
 - e) Contact the Gold Coast Institute of TAFE. Gold Coast Institute of TAFE also assists in connecting prospective students with employers to gain a SAT.
 - f) Regularly consult the College Newsletter, where SATs are updated regularly.
4. Sign the training contract, a legally binding record with employer. Your parents or guardians must also sign. The College is required to coordinate the sign-up of the student to the SAT.
5. Choose a Training Organisation.
6. Complete the Probation period: 90 days for a SBA, 30 days for a SBT.

For more information see: www.qld.gov.au/education/apprenticeships

TAFE Queensland, Gold Coast – TAFE at School Program

TAFE Queensland, Gold Coast provides access to a range of vocational programs for the benefit of young people and their future careers. With these exciting programs, school students can gain vocational skills and academic qualifications while at school.

TAFE delivers Certificate qualifications in a wide range of industry areas including automotive, electrotechnology, engineering, marine mechanical, plumbing, beauty therapy, hairdressing, kitchen operations, retail, make-up and skin care, tourism, media and more.

On completion of the qualification, students qualify for the following QCE points:

- Certificate II = 4 credits
- Certificate III = up to 8 credits in addition
= Certificate III contributes towards an ATAR

Students in Queensland may access **ONE funded employment stream qualification** while still at school. In certain cases, when students have used their VET in Schools funding to complete fully a qualification, they may be eligible for Second Chance Funding. This initiative would allow students to undertake a second funded employment stream qualification.

For more information see: <http://tafegoldcoast.edu.au>



St Joseph's College
BSB30120 Certificate III in Business

Overview

St Joseph's College is seeking to offer students vocational pathway options as part of their Yr 11 & 12 learning plan. Adapt Education is delighted to present our Certificate III in Business as an option for St Joseph's to consider.

Delivery

Adapt Education is able to customise delivery of this course to suit school needs. Frequency of visits and duration are negotiable.

Delivery	Focus of Delivery
Adapt Trainer: course induction (approx. 2hrs)	Overview of course Training in use of student portal Commencement of Module 1 Note: This session can be conducted this year so students can progress over the Christmas School holidays.
Adapt Trainer: two sessions per term (approx. 2 – 3 hrs) to fit in with school timetable. Dates and times to be negotiated at the commencement of each school year.	Delivery of learning components Completion of theory assessments Observation of practical components
St Joseph's College: 7 periods per fortnight.	Self-directed study - Students to work their way through webinar, online tutorials and online assessments. Support teacher provided by St Joseph's College.

Responsibilities

In the delivery and assessment of the program, Adapt Education will be responsible for:

- Processing Enrolments
- Setting up student portal and Issuing resources
- Training delivery for all modules
- Assessment for all modules
- Processing completion and issuing certificates

St Joseph's will be responsible for:

- Pre enrolment: Providing students with course outlines and ensuring all enrolment forms are submitted by the agreed due date.
- Providing a support teacher who can supervise students undertaking self-directed study and provide guidance to students on module key concepts and basic assessment queries. Note: answer guides for all modules will be provided to the school.
- Scheduling student timetables and venue to align with agreed delivery model.

Student Support

In addition to the onsite sessions provided by Adapt Education, all students will have unlimited access to their trainer through online, phone and email support. This may include feedback on draft work, advice and discussion on learning topics, assistance and guidance on assessment items.

Course Structure

Core Units	Elective Stream 1—Business Software *
BSBTEC301 Design and produce business documents	BSBTEC303 Create electronic presentations
BSBWRT311 Write simple documents	BSBTEC302 Design and produce spreadsheets
BSBCRT311 Apply critical thinking skills in a team environment	BSBTEC404 Use digital technologies to collaborate in a work environment
BSBXCM301 Engage in workplace communication	Elective Stream 2—Customer Service*
BSBTWK301 Use inclusive work practices	BSBOPS304 Deliver and monitor a service to customers
BSBWHS311 Assist with maintaining workplace safety	BSBOPS305 Process customer complaints
BSBPEF201 Support personal wellbeing in the workplace	SIRXPDK001 Advise on products and services
BSBSUS211 Participate in sustainable work practices	Elective Stream 3 Business Administration Specialisation**
BSBOPS303 Organise schedules	BSBFIN301 Process financial transactions
BSBPEF301 Organise personal work priorities	BSBHRM416 Process payroll
	BSBPUR301 Purchase goods and services

Fees

The program detailed in this proposal can be offered at \$890 per student.

This is based on a minimum cohort size of eight students.

Fees are inclusive of course fees, administration fees, trainer site visits and compulsory course materials such as text books, online portal, workbooks and handouts. Prices quoted do not include: venue hire, catering at classes, additional site visits or face-to-face tutoring, stationery and other consumables such as CD's, notebooks, printing paper, etc.

SIT20316 Certificate II in Hospitality (provider TBC)

Course Details

This qualification aims to develop in students the ability to select, prepare, present and serve foods and beverages as well as the knowledge, understanding, attitudes and skills related to: occupational fields involved in planning, preparation and service of food and beverages, management and decision-making in the provision of food for home, institutional and commercial purposes and problem solving through analysis, research, evaluation and creativity providing food to suit the occasion. Depending on the setting, students may work under direct supervision or autonomously. To undertake this course students will need to be comfortable working with foods and beverages, have good teamwork skills and have the ability to “think on their feet”, as well as a good work ethic and commitment to completing work requirements. Students will be required to attend Hospitality functions outside of normal school hours.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role		
Student Intake	Year 11 2023 (January 2023– November 2024) 8 Terms		
Course Duration	4 semesters over 2 years (Year 11 and 12)		
Fees for service	Further details will be provided prior to Year 11 2024 Subject Selection and SET Planning		
Industry placement	12 service shifts in a Hospitality aligned workplace. School functions and existing employment in hospitality can be used for 4 vocational placement shifts each.		
Outcome	SIT20316 Certificate II in Hospitality	QCE Credits	Max 4
Pathway	SIT30616 Certificate III in Hospitality		
Job Role	This course is designed for people interested in working in: Hotels, Casinos, Resorts, Bars & Clubs, Pubs, and Cruise Ships.		
Recognition of Prior Learning	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified		
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment		
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator		

12 Units minimum (6 Core units plus minimum 6 Elective units)

Unit Code	Unit Title	
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND003	Use hospitality skills effectively	Core
BSBWOR203	Work effectively with others	Elective
SITXWHS001	Participate in safe work practices	Core
SITXCCS003	Interact with customers	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXFIN001	Process financial transactions	Elective
SITXFSA001	Use hygienic practices for food safety	Elective(A)
SITHGAM001	Provide responsible gambling services	Elective
SITHFAB004 *	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005 *	Prepare and serve espresso coffee	Elective
SITHFAB002	Provide responsible service of alcohol	Elective
SITHCCC002	Prepare simple dishes	Elective

***SITXFS001 Use hygienic practices for food safety is a pre-requisite for the units of competency marked with *.**

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

NOTE: Information regarding all VET courses and fees are true at the time of publication.

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

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



QCE Points: 4

Description

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

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

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history. Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

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

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

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

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

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

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

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

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

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓ ▪	
CPCCCM2005*	Use construction tools and equipment	✓ ▪	
CPCCOM1014	Conduct workplace communication	✓ ▪	
CPCCOM2001*	Read and interpret plans and specifications	✓ ▪	
CPCCCM2004*	Handle construction materials	✓ ▪	✓ ▪
CPCCCM1011	Undertake basic estimation and costing	✓ ▪	✓ ▪
CPCCOM1012	Work effectively and sustainably in the construction industry	✓ ▪	✓ ▪
CPCCOM1013	Plan and organise work	✓ ▪	✓ ▪
CPCCVE1011*	Undertake a basic construction project	✓ ▪	✓ ▪
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓ ▪	✓ ▪
CPCCOM1015	Carry out measurements and calculations	✓ ▪	✓ ▪
CPCCCA2002*	Use carpentry tools and equipment		✓ ▪
CPCCCM2006	Apply basic levelling procedures		✓ ▪
CPCCFW2002*	Use wall and floor tiling tools and equipment		✓ ▪

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.



St Joseph's College

CHS30112 Certificate III in School Based Education Support

Overview

St Joseph's College is seeking to offer students vocational pathway options as part of their Yr 11 & 12 learning plan. Adapt Education is delighted to present our Certificate III in School Based Education Support as an option for St Joseph's to consider.

Delivery

Adapt Education is able to customise delivery of this course to suit school needs. Frequency of visits and duration are negotiable.

Delivery	Focus of Delivery
Adapt Trainer: course induction (approx. 2hrs)	Overview of course Training in use of student portal Commencement of Module 1 Note: This session can be conducted this year so students can progress over the Christmas School holidays.
Adapt Trainer: two sessions per term (approx. 2 – 3 hrs) to fit in with school timetable. Dates and times to be negotiated at the commencement of each school year.	Delivery of learning components Completion of theory assessments Observation of practical components
St Joseph's College: 7 periods per fortnight.	Self-directed study - Students to work their way through webinar, online tutorials and online assessments. Support teacher provided by St Joseph's College.

Practical Placement

Students will have a target of 160 hours practical placement as part of their study. The goal of the practical placement is to have students actively engage in a Teacher Aide role so they can develop the skills and experience required to perform the role to a satisfactory standard. The placement hours can be accrued throughout the course duration.

While it is possible for students to gain experience in multiple classes, it is recommended that one person be allocated as the "main" supervising teacher. The supervising teacher will review an observation checklist with the student regularly with a view to having all items ticked off by the end of the placement hours.

In extenuating circumstances, a student may be signed off for their practical placement if they have completed less than 160hrs but more than 100hrs. In such cases all parties (Adapt, supervising teacher and student) would need to agree that the minimum performance standard outlined in the observation checklist has been achieved.

Responsibilities

In the delivery and assessment of the program, Adapt Education will be responsible for:

- Processing Enrolments
- Setting up student portal and Issuing resources
- Training delivery for all modules
- Assessment for all modules
- Processing completion and issuing certificates

St Joesph's will be responsible for:

- Pre enrolment: Providing students with course outlines and ensuring all enrolment forms are submitted by the agreed due date.
- Providing a support teacher who can supervise students undertaking self-directed study and provide guidance to students on module key concepts and basic assessment queries. Note: answer guides for all modules will be provided to the school.
- Scheduling student timetables and venue to align with agreed delivery model.
- Arranging practical placement for each student and monitoring their progress towards the target hours.

Student Support

In addition to the onsite sessions provided by Adapt Education, all students will have unlimited access to their trainer through online, phone and email support. This may include feedback on draft work, advice and discussion on learning topics, assistance and guidance on assessment items.

Course Structure

Course Units
CHCDIV001 Work with diverse people
CHCEDS033 Meet legal and ethical obligations in an education support environment
CHCEDS034 Contribute to the planning and implementation of educational programs
CHCEDS035 Contribute to student education in all developmental domains
CHCEDS036 Support the development of literacy and oral language skills
CHCEDS037 Support the development of numeracy skills
CHCEDS057 Support students with additional needs in the classroom environment
CHCEDS059 Contribute to the health, safety and wellbeing of students
CHCEDS060 Work effectively with students and colleagues
CHCEDS061 Support responsible student behaviour
CHCEDS048 Work with students in need of additional learning support
CHCPRT001 Identify and respond to children and young people at risk
HLTWHS001 Participate in workplace health and safety
CHCEDS049 Supervise students outside the classroom (e)
CHCEDS056 Provide support to students with autism spectrum disorder (e)

Note: Students have the option to replace one of the elective units in this course with HLTAID012 Provide first aid in an education and care setting. This can be completed through Adapt Education or another provider. If completing the first aid unit with Adapt Education, the nominated course fee will increase by \$120 per person.

Fees

The program detailed in this proposal can be offered at \$890 per student.

This is based on a minimum cohort size of eight students.

Fees are inclusive of course fees, administration fees, trainer site visits and compulsory course materials such as text books, online portal, workbooks and handouts. Prices quoted do not include: venue hire, catering at classes, additional site visits or face-to-face tutoring, stationary and other consumables such as CD's, notebooks, printing paper, etc.

10971NAT Certificate IV in Justice Studies (RTO 32123)

This qualification is a nationally recognised qualification and the course is externally assessed and run by Unity College. The qualification is an excellent opportunity for High School students to take the first step towards a successful career in the justice industry. They will obtain a head start in the local job market and can use the qualification as a step towards further education.

This course can help prepare students for the Bachelor of Criminology and Justice at the University of the Sunshine Coast or a Bachelor of Justice at other universities. The course also has close links with the Diploma of Crime and Justice at TAFE QLD, with Queensland Courts and with the Queensland Police. The course is developed alongside industry personnel. Additionally, successful completion of the Certificate IV in Justice studies gains the student 8 QCE points and will contribute towards the ATAR.

Unit Code	Unit Name
1. NAT10971001	Provide information and referral advice on justice-related issues
2. NAT10971002	Prepare documentation for court proceedings
3. NAT10971003	Analyse social justice issues
4. BSBXCM401	Apply communication strategies in the workplace
5. PSPREG003	Apply Regulatory Powers
6. BSBLEG421	Apply understanding of the Australian Legal System
7. BSBLDR414	Lead team effectiveness
8. PSPREG010	Prepare a brief of evidence
9. BSBLEG523	Apply legal principles in tort law matters
10. BSBPEF402	Develop personal work priorities

11.1 Fees and charges

The cost of undertaking the Certificate IV in Justice studies is \$750 when enrolling as at 1 October 2022. This is an upfront payment upon enrolment via the link on the Unity College website.

11.2 Course Cancellation

If you no longer wish to continue your certificate course, please provide written notification to unityvet@bne.catholic.edu.au.

Vocational Education and Training in Schools (VETiS) - funded by the VET investment budget

What is VETiS?

Vocational Education and Training in Schools (VETiS) focuses on delivering qualifications to provide students with the skills and knowledge required for specific industries.

Students can undertake VETiS as part of their school studies, delivered by a school registered training organisation (RTO) or by enrolling in a course with an external RTO. Alternatively, students can undertake a qualification through a school-based apprenticeship or traineeship (SAT).

Changes to VETiS (funded by the VET investment budget)

From 1 July 2014, there will be changes to the way VETiS is funded for schools and students wishing to access the VET investment budget for their VETiS activity. The VET investment budget will only fund qualifications identified in consultation with industry as leading to employment – identified as being in the employment stream.

These changes impact only VETiS training that is funded through the VET investment budget. These changes do not affect:

- VETiS delivered and resourced by school RTOs or fee-for-service (parent/student contribution)
- school-based apprenticeships and traineeships (SATs)
- students who commenced VETiS courses prior to 1 July 2014.

Rationale for changes

In late 2012, the Queensland Skills and Training Taskforce recommended:

- that VETiS (funded by the VET investment budget) be targeted at industry recommended qualifications that lead to genuine employment opportunities
- a new funding framework for VETiS should reflect the categories of 'Exploration', 'Education' and 'Employment', with the principle that VET funding only support the third category of 'Employment'.

The Queensland Government supported these recommendations and reaffirmed its commitment to providing VETiS to support retention, attainment and transitions to further education or employment and to target training funding towards VETiS options that deliver clear employment pathways.

VETiS focussed on employment

From 1 July 2014, the VET investment budget will provide funding for students to complete one employment stream qualification while at school.

It is important to note that students are still able to undertake any qualification across a range of industries. However, the VET investment budget will only fund those qualifications that have been identified by industry as leading to employment.

A list of employment stream qualifications can be found at www.training.qld.gov.au/individuals/courses/vet-schools.html

Foundation skills required to complete a VETiS qualification should continue to be delivered and funded by schools.

Students wishing to undertake a certificate III qualification should do so as a SAT, which will be funded by the VET investment budget. However, other certificate III qualifications may be delivered and funded outside of the SAT pathway, subject

to the submission of an [Industry Proposal Funding Submission](#) that outlines localised arrangements between schools and employers. Such arrangements are a key feature of high quality VETiS.

Submissions should be made by employers to support local employment opportunities for individual students. To be considered for VET investment funding, submissions must demonstrate:

- local arrangements brokered between employers and schools for employment of VETiS graduates, with evidence of employer consultation
- employers guarantee employment of successful VETiS graduates
- consultation with Department of Education, Training and Employment (DETE) regional offices and schools.

Choice of RTO

Schools and students undertaking VETiS funded by the VET investment budget will be able to choose any RTO approved by DETE as a pre-qualified supplier (PQS) under the Certificate 3 Guarantee for the eligible qualification.

The final choice of RTO and arrangements for enrolment with the selected RTO should be made by the school, in consultation with students and their parents.

A list of PQS can be found at www.training.qld.gov.au/certificate3guarantee

RTOs that wish to deliver VETiS (funded by the VET investment budget) must first be approved as a PQS. Under the PQS system, funding follows the eligible student to their chosen PQS and is paid directly to the PQS on submission of the student's validated training data.

Further information on how to become a PQS can be found at www.training.qld.gov.au/information/investing-in-skills/certificate3/training-provider.html

RTOs delivering VETiS funded by the VET investment budget must adhere to all policies, requirements, standards and key performance indicators (KPIs) specified in the *Certificate 3 Guarantee Program Policy 2014-15* and the terms of the *Pre-qualified Supplier Policy 2014-2015 for Queensland Government subsidised training places*.

Fees

VETiS funded by the VET investment budget will be fee-free for students. The government determines the level of subsidy available as a public contribution to the cost of the training, and provides the maximum subsidy for VETiS students in most circumstances. It is intended that the level of subsidy for each VETiS qualification should cover the costs associated with participating in the training.

However, in some instances there may be a shortfall between the subsidy level and the fees charged by the PQS, which is referred to as a co-contribution fee, and this cost should be paid by the school to the PQS.

A PQS must disclose its fees upfront and clearly publish them on their website. This allows schools and students to be informed of all training costs and compare co-contribution fees (if any apply) across different PQS.

Certificate 3 Guarantee and Fee-free training for Year 12 graduates

Regardless of how it is funded, participation in VETiS or a SAT does not affect a student's access to fee-free training for Year 12 graduates or the Certificate 3 Guarantee — even if the student has completed a certificate III level qualification at school.

For more information visit www.training.qld.gov.au/year12feefree

Further information

DETE regional offices can assist schools with information on VETiS and funding available through the VET investment budget.

Further information is also available on 1300 369 935 or Apprenticeships Info on 1800 210 210.

Parents and students with queries about VETiS and SATs should approach their school in the first instance.

For further information on VETiS in Queensland, visit www.training.qld.gov.au/VETiS

FisherONE Online Education

Fast Facts	
Provider	St John Fisher College – Online Education (FisherONE) FisherONE Online Education (stjohnfishercollege.qld.edu.au)
Subjects Available	Ancient History, Business, Design, Digital Solutions, Japanese, Modern History, Physics, Music and Specialist Mathematics
Subject Cost	\$950 per year – school decision on who pays (school, parents, shared) \$100 non-refundable deposit is included in this amount
IT Platform	Microsoft Teams
Closing Date	The closing date for guaranteed enrolment is __November, 2023. Applications received after this date will be subject to availability.