



**Southern Cross
Catholic College**

Co-educational Prep - Year 12
REDCLIFFE

Senior Selection Guide Years 11 and 12



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Introduction

The purpose of this booklet is to guide parents and students in choosing relevant pathways and subjects in the senior school in 2024 and 2025.

Towards the end of Year 10, students must complete a Senior Education Training Plan (SET-Plan) interview to commit to a two-year course of study for Years 11 & 12.

Southern Cross offers a range of pathways for students to complete their final two years of schooling. These include:

- General Subjects
- Applied Subjects
- Vocational Education and Training (VET) subjects
- School-based apprenticeships and traineeships (SATs)
- Other flexible study options

All pathways contribute toward a Queensland Certificate of Education (QCE).

This guide provides basic information about courses and requirements for Years 11 & 12. Students should discuss their options with people who know them well and with college staff who have up-to-date information about tertiary pre-requisites and other post-secondary opportunities.

Reasons to choose subjects:

1. What subjects am I good at, and do I enjoy?
2. In which subjects do I perform well?
3. Will the subjects provide an appropriate amount of challenge?
4. What possible pathways or university courses am I considering for the future?

Reasons **NOT** to choose subjects:

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. "I do/don't like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)." It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your mind based on your strengths and preferences.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university." Check tertiary prerequisites or see the Pathways Program Leader.
6. Perceived scaling outcomes for ATAR purposes.

Please read this document in conjunction with the relevant senior subject syllabus for each subject and the Senior Schooling Pathways Options. Syllabus documents are available at <https://www.qcaa.qld.edu.au/senior>

Given each syllabus is designed as a very detailed document to inform teaching and learning, when reading the syllabus as a parent or student, the more pertinent sections will be:

- Pathways/Learning Area Structure
- Course structure
- The sections for Units 1-4 (specifically the Unit Description and Topic outlines)

Many of the syllabuses have strong content and rigorous requirements in the form of demanding assessments. There is a strong need for continued study at school and at home. At home study requirements should consist of at least 2 hours of study 5 to 6 days a week to meet academic and syllabus requirements. Please keep this in mind when making selections.

Please note: A line structure will be developed that provides the widest range of elective combinations (within timetabling constraints) post SET Planning completion. Not all subjects can run due to class sizes, timetable structure and other operational issues, however it is important that students are aware of possible subject choices as they begin to investigate their senior journey. Subject selection will have to be reconsidered for some students whose preferences are not completely satisfied by the aforementioned line structure. Subject changes post SET Planning finalisation will be limited to the provisions of our Subject Change Policy as the timetable is developed to satisfy student choices at the time of selection.

Contacts at SCCC

The Assistant Principal – Curriculum is responsible for the overall subject selection process. The Pathways Program Leader is qualified to give significant advice about careers and selections. For specific advice about subject areas, please contact the Curriculum Leaders directly.

Campus Contacts

Head of Scarborough Secondary	<u>Janelle Doohan</u>
Deputy Head of Campus – Student Welfare	<u>Aime Culpeper</u>
Assistant Principal – Curriculum	<u>Greg Cuthbert</u>
Assistant Principal – Religious Education	<u>Reuben Pather</u>
Pathways Program Leader	<u>Niecia Freeman</u>
Learning and Wellbeing Leader – Years 10, 11, 12	<u>Susan Werba</u>
Learning and Wellbeing Leader – Years 7, 8, 9	<u>Garry Woodford</u>
Pastoral Team Leader – Delany	<u>Erin Andrews</u>
Pastoral Team Leader – Frawley	<u>Shaun Godley</u>
Pastoral Team Leader – La Salle	<u>Jess Keough</u>
Pastoral Team Leader – MacKillop	<u>Amy Kahler</u>

Subject Contacts

English/Languages	<u>Gayleen Thomas</u>
Health & Physical Education	<u>Nick Sculpher</u>
Humanities and Social Sciences	<u>Kevin O'Dwyer</u>
Mathematics	<u>Anthony Young</u>
Religious Education	<u>Reuben Pather</u>
Science	<u>Dipo Kolade</u>
Technology	<u>Chris Gaffney</u>
The Arts	<u>Vanessa Hall</u>
Inclusive Education	<u>Juanita Remphrey</u>

Studying in Years 11 & 12

School policy dictates that all Year 11 and 12 students study 6 subjects. These six subjects are:

- One of English or Essential English
- One of Mathematical Methods or General Maths or Essential Maths
- One of Study of Religion or Religion and Ethics
- Three other elective subjects/courses

The overarching aim for all students is to attain a Queensland Certificate of Education (QCE). To be awarded a QCE, students must:

- satisfactorily complete 20 credits from contributing studies. This may include:
 - ❖ QCAA-developed subjects or courses
 - ❖ Vocational education and training (VET) qualifications
 - ❖ Non-Queensland studies
 - ❖ Recognised studies
- satisfactorily complete 12 credits from core courses of study
- meet the literacy and numeracy requirements

Learning in the Core category can only contribute to the completed core requirement when a student:

- is enrolled in an Applied or General subject for Units 1, 2, 3 and 4, and is reported as satisfactory or unsatisfactory in both Unit 1 and Unit 2, and achieves a grade of C or better in Units 3 and 4
- completes a VET Certificate II, III or IV

Attendance requirements

The expected attendance standards are, at any given point in time, a minimum of 90% attendance. For a student, attendance at extra-curricular activities, sporting events, excursion and incursion opportunities, camps, senior formals, social events etc., may be impacted and restricted due to low attendance rates and/or lack of assessment submission and homework completion. Students who fall behind to the extent of being ineligible for a QCE may be asked to attend a compulsory interview where enrolment at the College may need to be discussed.

Pathway Options

Where are you headed after school?	Higher Education	Workforce
How can you get there?	ATAR 6 or ATAR 5 Pathway	(Vocational) Non-ATAR Pathway
Our overall aim	Our aim is for every student to leave with a QCE or a QCIA (upon meeting Learning Enrichment criteria)	

Which is the best Pathway for me?

	ATAR 6 or ATAR 5 Pathway	(Vocational) Non-ATAR Pathway
Do you wish to go to University immediately after leaving school or take a Gap Year first?	Yes	No
What are my current results from Year 10?	Achieving a C standard or above in every subject studied in Year 10	Passing English and Maths at an absolute minimum. Students who cannot pass these subjects in year 10 will be at risk of not attaining a QCE in Year 12 unless more effort is applied
Vocational Education and Training Activities will take me away from school for one day a week. Will this impact my pathway?	ATAR students are only to engage in activities that take them out of school if permission is granted by the Assistant Principal Curriculum	No
Which Religious Education subject should I choose?	Study of Religion or Religion and Ethics, depending on other subject choices	Religion and Ethics
Which English subject should I choose?	English	Essential English
Which Mathematics subject should I choose?	General Mathematics or Mathematical Methods. Specialist Mathematics may only be chosen as an additional elective subject in conjunction with Mathematical Methods.	Essential Mathematics
Which other subjects should I choose?	Students will need to choose between 2 and 3 additional General subjects, depending on the subject choices available, combinations of subjects they wish to study and University prerequisites.	Students should be selecting mostly Applied subjects and/or completing Vet Certificate courses and/or Traineeships/Apprenticeships

Recommendations for General Subjects

For all subjects, strong recommendations exist to promote consistency across learning areas and provide a benchmark for achievement to encourage the long-term success of each chosen subject for the entirety of the two-year learning journey.

Senior General Subjects (Years 11 and 12)	Yr 10 Subject	Expected Minimum Yr10 Result
General Mathematics	Mathematics Core	C
Mathematical Methods	Mathematics Advanced	B
Specialist Mathematics	Mathematics Advanced	B
English	English	C
Study of Religion	Religious Education English	B B
Ancient History	English or History	B
Biology	Science	B
Business	English Economics and Business	C C
Chemistry	Science	B
Design	English Design Technologies	C C
Drama	English Year 9 or 10 Drama	C C
Geography	English	C
Legal Studies	English	C
Marine Science	Science	B
Modern History	English or History	C
Physical Education	Health and Physical Education	B
Physics	Science	B
Psychology	Science	B
Visual Art	English <i>Visual Art in Year 10 is advantageous</i>	C

Online Learning

Where students wish to study a general or applied subject that is not offered on-campus at Southern Cross Catholic College, the opportunity exists to study a subject online. The College has a memorandum of understanding with the Brisbane Catholic Education distance education school (Fisher One) and with Riverside Christian College. These subjects allow our students to engage in studies beyond the College whilst maintaining their strong link and support through the community offered by Southern Cross. This option is provided to students by successful application to the College. These studies attract a user-pays fee of \$900 to \$1100 per subject per year. Parents need to be aware that first and foremost, distance education is a private arrangement between the student/family and the distance education provider. Withdrawal from such courses after beginning may attract cancellation fees.

Learning Enhancement / Co-Curricular Opportunities

The Southern Cross Catholic College curriculum offers a diverse range of subjects to cater to all students' needs, interests and abilities. Classroom teachers employ a wide range of effective learning and teaching strategies to help all students achieve success. In addition, learning support is offered to identified students to help them achieve to the best of their ability. Learning Enhancement and Co-Curricular programs may include:

- Mathematics assistance/guidance
- Science assistance/guidance
- Study of Religions assistance/guidance
- Modern History assistance/guidance
- Lunch time assignment help by appointment with an Inclusive Education teacher
- Homework Club
- Gym and Wellbeing sessions
- Instrumental Program
- Art Club
- Theatre Sports
- Drama Club
- Dance Ensemble
- Futsal Training
- Running Club
- STEM opportunities
- Public Speaking

All programs may be subject to change dependent upon demand.

Mock/Trial Exams

Mock/Trial Exams may occur at the conclusion of Units 1 and 2 and will occur at the conclusion of Units 3 and 4. This allows our students to engage in examinations that mirror the external examinations experienced at the end of Year 12. These development opportunities support the teaching and learning within each syllabus by providing students with the means to demonstrate key learning and skills for examination success.

University Excellence Programs

University Excellence Programs give the flexibility of a transition program to enable students to study first-year University subjects whilst still studying Years 11 and 12. This offers an insight into University life and prepares for further studies. All subjects are by application only, and additional costs will be incurred pending acceptance. The school must grant approval to study a University excellence program. Please see the Assistant Principal Curriculum for more details.

**QUT
QUEENSLAND
UNIVERSITY
OF TECHNOLOGY**

START QUT

<https://www.qut.edu.au/study/options/start-qut>

Open August – Close October
Only available from Semester 2 of Year 11

**USC
UNIVERSITY OF THE
SUNSHINE COAST**

HEADSTART

<https://www.usc.edu.au/study/courses-and-programs/headstart-program-year-11-and-12-students>

Open August – Close October

**ACU
AUSTRALIAN CATHOLIC
UNIVERSITY**

UNI STEP-UP

<https://www.acu.edu.au/about-acu/community-engagement/widening-participation/uni-step-up>

see link for further details

**UQ
UNIVERSITY OF
QUEENSLAND**

ENHANCED STUDIES PROGRAM

<https://esp.uq.edu.au>

Semester One Applications for Year 12 only in 2024
Open July – Close August

Careers, Vocational Education and Training

Vocational Education and Training delivers nationally recognised qualifications to students, providing them with the skills and knowledge required for employment in specific industries. If students choose to complete a VET course offered by the school, either through a third-party agreement or the school RTO, this forms part of their timetable.

Students also have the opportunity to complete a VET course through other providers, such as TAFE Queensland. The TAFE@School program, which generally runs one day per week for Years 11 and 12, allows students to attend TAFE and the opportunity to achieve the Certificate qualification whilst still a full-time school student. Courses by other providers vary in their delivery method, meaning students may complete the course through a mixed method of face-to-face instruction and online work.

Many TAFE and private colleges also provide courses that lead to vocational qualifications.

The VET in Schools program offers many benefits. These may include:

- Fits around your senior studies
- Get valuable QCE credit points
- May contribute to your ATAR
- Direct entry into TAFE when students finish Year 12
- Credit towards an apprenticeship, diploma or university studies
- Open up a variety of University pathways
- Improved understanding of the chosen industry
- Build practical skills in an adult learning environment
- Readiness to undertake employment in the industry

The school also supports students completing school-based traineeships and apprenticeships. Through a school-based traineeship, students can undertake employment-based training while continuing full-time enrolment. Traineeships and apprenticeships are available for a range of qualifications. Students are encouraged to visit the Pathways Program Leader for more information about traineeship and apprenticeship options.

APPLYING FOR TAFE COURSES

The Institute most commonly attended by our students is the TAFE Brisbane. It is essential to visit the website of the institution to check the accurate details of what is on offer:

TAFE Queensland – <https://tafeqld.edu.au>

TAFE@School Program – <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html>

If the Certificate course has been identified in the student's SET plan and is in an identified skill shortage area, then a small tuition fee may apply. All costs, including tuition fees, student ID, utility, and material fees, will apply to enrolled students in these programs. These fees will be met by the student and made directly to the institution.

Australian Qualifications Framework

The [Australian Qualifications Framework](#) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.



QCAA Senior Syllabuses

English

General

- English

Applied

- Essential English

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Humanities

General

- Business
- Geography
- Legal Studies
- Modern History
- Study of Religion
- Ancient History

Applied

- Religion and Ethics

Technologies

General

- Design

Applied

- Hospitality Practices
- Information and Communication Technology

Health and Physical Education

General

- Physical Education

Science

General

- Biology
- Chemistry
- Marine Science
- Physics
- Psychology

The Arts

General

- Drama
- Visual Art

Applied

- Media Arts in Practice

Vocational Education Training

- Certificate III in Business
- Diploma in Business
- Certificate I Construction / Certificate II in Construction Pathways
- Certificate II Engineering Pathways
- Certificate II Health Support Services / Certificate III Health Services Assistance
- Certificate IV in Justice Studies
- Certificate II Sport and Recreation / Certificate III in Fitness / Certificate III Sport & Rec

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response to a literary text studied in Unit 4 	25%

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

Assessment

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

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

Summative assessments

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

General Mathematics

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 will still be required to demonstrate algebraic skills, such as solving equations, using formulas and graphing.

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

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

Students will be loaned an approved scientific calculator for use in this subject.

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% 2 Examinations of 90 minutes each drawn from Units 3 and 4			



Mathematical Methods

General senior subject

General

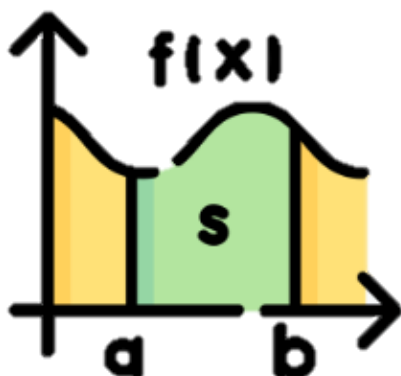
Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

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 (derivatives and integrals) 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.

Students will be loaned an approved graphics calculator for use in this subject.



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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50% 2 Examinations of 90 minutes each drawn from Units 3 and 4			

Specialist Mathematics

General senior subject

General

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who excel in mathematical knowledge and ability. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Students will be loaned an approved graphics calculator for use in this subject.



Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

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

select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

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

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> Problem-solving and modelling task 		<ul style="list-style-type: none"> Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> Examination 			
Summative external assessment (EA): 50% 2 Examinations of 90 minutes each drawn from Units 3 and 4			

Essential Mathematics

Applied senior subject

Applied

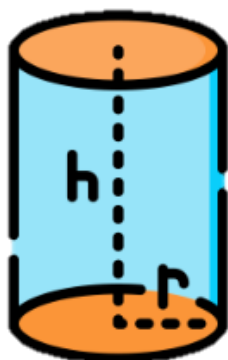
Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

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.

Students will be loaned an approved scientific calculator for use in this subject.



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

Assessment

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

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

Summative assessments

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

There is no external assessment for this subject.

Students who complete this course of study with a grade of C or better will meet the numeracy requirement for QCE and should also be able to demonstrate numeracy competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

Subject matter in the syllabus that is denoted by '[complex]' is considered to be complex and indicates alignment to ACSF Level 4 or higher. All other subject matter is considered to be simple and indicates alignment to ACSF Level 3.

Study of Religion

General senior subject

General

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 <ul style="list-style-type: none"> • Sacred texts • Abrahamic traditions 	Religion and ritual <ul style="list-style-type: none"> • Lifecycle rituals • Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> • Social ethics • Ethical relationships 	Religion, rights and the nation-state <ul style="list-style-type: none"> • Religion and the nation–state • Religion and human rights

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — extended response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — inquiry response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — inquiry response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short response based on unit 4 topic 2. 	25%

Religion and Ethics

Applied senior subject

Applied

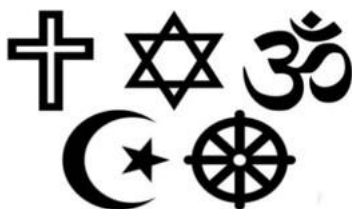
Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

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.



The Five Major Religions of the World



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
- appraise inquiry processes and the outcomes of inquiries

Structure

The Religion and Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
<ul style="list-style-type: none"> Who am I? the personal perspective Who are we? the relational perspective Is there more than this? the spiritual perspective 	<ul style="list-style-type: none"> Social justice Peace and conflict Religions of the world Sacred stories 	<ul style="list-style-type: none"> Ethics and morality Heroes and role models 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.

Note there is no external assessment for this subject.

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item on the test

Ancient History

Applied senior subject

General

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

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

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

Pathways

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

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices. 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Pericles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<p>People, power and authority</p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistocles • Alcibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

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

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

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% 2 Examinations of 90 minutes each based on Units 3 and 4			

Business

General senior subject

General

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 <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — feasibility report 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — business report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response based on Unit 4 Topic 2 	25%

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
• Data test			
Summative internal assessment 2 (IA2):	20%	• Research investigation	
• Student experiment			
Summative external assessment (EA): 50% 2 Examinations of 90 minutes each based on Units 3 and 4			

Design

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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



Structure

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

Assessment

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

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

Summative assessments

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

Drama

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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



Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Performance 		<ul style="list-style-type: none"> • Project — practice-led project 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Project — dramatic concept 			
Summative external assessment (EA): 25% Examination — extended response based on Units 3 and 4			

Geography

General senior subject

General

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society.

Pathways

Geography 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 Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Topic 1: Natural hazard zones • Topic 2: Ecological hazard zones 	<ul style="list-style-type: none"> • Topic 1: Challenges facing a place in Australia • Topic 2: Challenges facing a megacity 	<ul style="list-style-type: none"> • Topic 1: Land cover transformations and climate change • Topic 2: Responding to local land cover transformations 	<ul style="list-style-type: none"> • Topic 1: Population challenges in Australia • Topic 2: Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — combination response 		<ul style="list-style-type: none"> • Investigation – data report 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Investigation — field report 		<ul style="list-style-type: none"> • Examination — combination response based on Unit 4 Topic 2 	



Hospitality Practices

General senior subject

Applied

Hospitality Practices is an applied senior subject in the Technologies learning area. Hospitality Practices emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context.

Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality while planning and running hospitality events.

Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; and develop personal attributes that contribute to employability. Students will organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.



Pathways

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs, and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

A course of study in hospitality can lead to careers such as:

- Barista
- Tour Guide
- Travel Consultant
- Gaming Worker
- Bar Attendant
- Bar Manager
- Waiter
- Events Coordinator
- Motel Manager
- Caterer

Objectives

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

- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products
- procedures

Structure

Hospitality Practices is a four-unit course of study. Units will be selected from the following options:

Unit A: Culinary Trends: Food & beverage preparation, production, and service skills including portion control, gastronomic aspects, and menu items to industry standard. e.g., plating skills, table service, handling payments, taking orders.

Unit B: Bar & Barista Basics: Beverage preparation skills and techniques, beverage service skills, use of bar equipment, maintenance of café equipment.

Unit C: In-House Dining: Providing meals to diners at a venue such as on board a ship, train, or airplane; aged-care facilities, or at a motel.

Unit D: Casual Dining: Types of food & beverages served in casual dining contexts: cafes, bistros, buffets, takeaway venues, mobile vendors.

Unit E: Formal Dining: Formal dining events such as weddings, celebrations, awards nights at hotels, function halls, restaurants.

Unit F: Guest Services: Different types of guests and customers, accommodation departments, events, venues, and service styles in the hospitality industry.

Units

A unit of Hospitality Practices consists of:

• Briefs	• Practices	• Skills	• Processes
<p>Interpret hospitality briefs to:</p> <ul style="list-style-type: none"> identify the scope and scale of hospitality practical demonstrations and projects. investigate dining style to produce a menu item. plan and deliver a hospitality event. 	<p>Apply knowledge and understanding of:</p> <ul style="list-style-type: none"> hospitality industry practices, including workplace health and safety, marketing. sustainability and communication. relevant state and federal legislation and local council regulations. 	<p>Investigate:</p> <ul style="list-style-type: none"> career pathways, opportunities, and roles in the hospitality industry types of hospitality contexts. types of food and beverages served in hospitality contexts. Select and demonstrate skills required of hospitality employees. 	<ul style="list-style-type: none"> Determine the sequence of processes to <ul style="list-style-type: none"> - produce a menu item - plan and deliver an event. Evaluate own and team's skills, procedures, and products. Make decisions to adapt production plans, techniques, and procedures.

Assessment

Each unit consists of 2 assessment tasks:

1. A practical demonstration, including a multi-modal presentation of the students' planning, processes, and evaluation.
2. Students plan and deliver an event in response to a brief.

Applied subjects do not include external assessment. The exit folio, which includes only evidence of student work from Units 3 and 4, is used to determine a student's exit result. The A–E exit result is determined using the syllabus standards.

Applied senior subject

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

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

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

Objectives

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

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



MBOT



Web Presenter



Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Core topics	Elective contexts	
<ul style="list-style-type: none"> • Hardware • Software • ICT in society 	<ul style="list-style-type: none"> • Application development • Audio and video production • Digital imaging and modelling 	<ul style="list-style-type: none"> • Online communication • Document production

Modules

Module One	Unit One Game Design – object orientated programming
Module Two	Unit One Robotic Control Systems – autonomous vehicles
Module Three	Unit Two Digital Media Productions – Television
Module Four	Unit Two Future Apps investigation
Module Five	Unit Three Mobile Game Development
Module Six	Unit 4 Streaming into Social Media – YouTube live
Module Seven	Unit Four Drone Technologies

Assessment

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

- at least two projects
- at least one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

There is no external assessment in this subject.

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

Assessment

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

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

Summative assessments

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

Marine Science

General senior subject

General

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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.

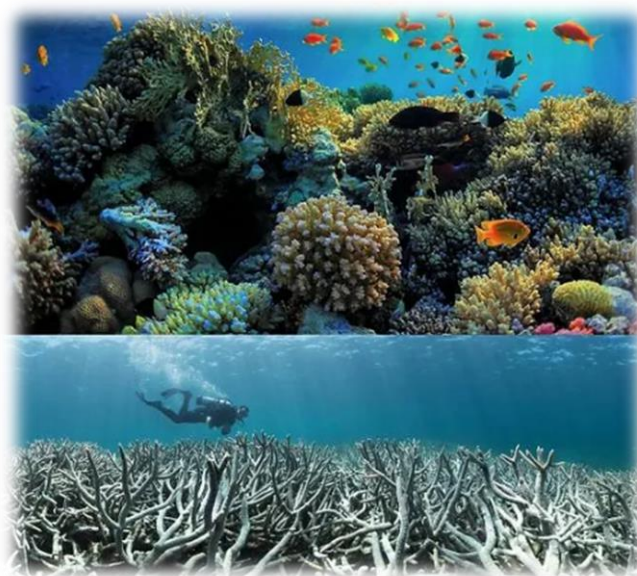
Pathways

A course of study in Marine Science can establish a basis for further education and biotechnology, aquaculture, 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
Oceanography <ul style="list-style-type: none"> An ocean planet The dynamic shore 	Marine biology <ul style="list-style-type: none"> Marine ecology and biodiversity Marine environmental management 	Marine systems — connections and change <ul style="list-style-type: none"> The reef and beyond Changes on the reef 	Ocean issues and resource management <ul style="list-style-type: none"> Oceans of the future Managing fisheries

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%
<ul style="list-style-type: none"> Data test 		<ul style="list-style-type: none"> Research investigation 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> Student experiment 			
Summative external assessment (EA): 50% 2 Examinations of 90 minutes based on content from units 3 & 4			

Media Arts in Practice

Applied senior subject

Applied

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.

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision making to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

A course of study in Media Arts in Practice can be a basis for further education and employment in the field of Media Arts, and to broader areas in the creative industries 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:

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

- Use media arts practices
- Create media artworks
- Responding and analysing media artworks
- Plan media artworks
- Communicate ideas
- Evaluate media artworks



Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Persuasion</p> <ul style="list-style-type: none"> Identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork Advertise or promote a specific service, product or event Convince, persuade or make a call to action 	<p>Personal Viewpoints</p> <ul style="list-style-type: none"> Explore the relationship between media arts and the development of their own and others social values, attitudes and beliefs Communicate issues that affect students and their local communities Explore, challenge various perspectives and worldviews Generate a response from an audience 	<p>Representations</p> <ul style="list-style-type: none"> Explore the ways media artworks can alter, question or add to representations of reality, using media language to make a representation for social media or gaming platforms. Explore, challenge, reference existing media representations Refine own artistic style to make a portfolio inform or entertain an audience 	<p>Community</p> <ul style="list-style-type: none"> Respond to selected community, using media language to celebrate or advocate for community and/or inform audiences. Celebrate people, cultures, or histories Advocate on behalf of a community to raise awareness of issues, concerns or opportunities Evaluate media artworks that celebrate or advocate for community or inform an audience

Assessment

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

Summative assessments

Unit 3		Unit 4	
Project – Representations (IA1)		Project – Community (IA3)	
Media Artwork – Representations (IA2)		Media Artwork (IA4)	

Modern History

General senior subject

General

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

Modern History 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 Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives – including their work – when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the Modern World</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> American Revolution French Revolution Arab Spring 	<p>Movements in the Modern World</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> Australian Indigenous rights movement Anti-apartheid movement in South Africa LGBTIQ civil rights movement 	<p>National experiences in the Modern World</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> Australia England Japan Germany New Zealand USA 	<p>International experiences in the Modern World</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> Australian engagement with Asia Genocides and ethnic cleansing Cold War

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> Examination – essay in response to historical sources 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> Investigation – historical essays based on research 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> Investigation — independent source investigation 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> Examination — short responses to historical sources based on one topic from Unit 4 	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; demonstrate and apply body and movement concepts to movement sequences and movement strategies.

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

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 <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response based on unit 4 topic 1	25%



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 <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

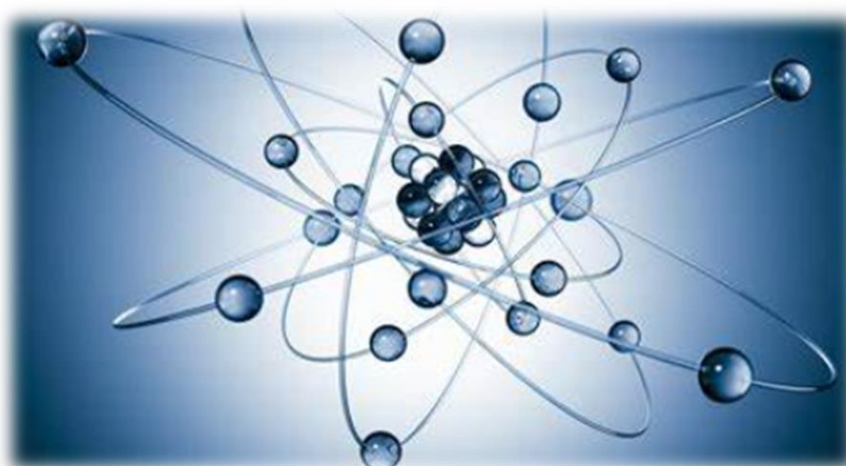
Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% 2 Examinations of 90 minutes each based on Units 3 and 4			



Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill 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 Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> Psychological science A The role of the brain Cognitive development Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> Psychological science B Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> Localisation of function in the brain Visual perception Memory Learning 	The influence of others <ul style="list-style-type: none"> Social psychology Interpersonal processes Attitudes Cross-cultural psychology

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> Data test 			
Summative internal assessment 2 (IA2):	20%	<ul style="list-style-type: none"> Research investigation 	
<ul style="list-style-type: none"> Student experiment 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> 2 Examinations of 90 minutes each based on Units 3 and 4 			

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
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Investigation — inquiry phase 1 		<ul style="list-style-type: none"> • Project — inquiry phase 3 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> • Project — inquiry phase 2 			
Summative external assessment (EA): 25% Examination based on Units 3 and 4			

VET Offerings

Southern Cross Catholic College offers these Certificate courses, which can be accessed directly at school.

- Certificate III in Business
- Diploma in Business
- Certificate I in Construction / Certificate II in Construction Pathways
- Certificate II in Engineering Pathways
- Certificate II in Health Support Services (Year 11) and Certificate III in Health Services Assistance (Year 12)
- Certificate IV in Justice Studies
- Certificate II in Sport and Recreation / Certificate III in Sport or Recreation / Cert III in Fitness



Vocational Education Training in Schools (VETiS)

Vocational education and training (VET) courses are available to students while they are still at school. This is often referred to as VETiS.

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.

You can undertake VET at school:

- as part of your school studies—delivered and resourced by a school registered training organisation
- by enrolling in a qualification with an external registered training organisation - funded either by the Department of Employment, Small Business and Training's VET investment budget or through fee-for-service arrangements, i.e. where the student or parent pays for the qualification.
- as a school-based apprentice or trainee.

Talk to the Assistant Principal Curriculum or Pathways Program Leader about the qualification that is right for you from the range of programs available at your school.

Read more information on [VET delivered in schools](#) on the Department of Education website.

Read more information on [VET in schools courses funded through the VET investment budget](#), as well as [VETiS frequently asked questions](#).

School-Based Apprenticeships and Traineeships

[School-based apprenticeships and traineeships](#) allow high school students—typically Years 11 and 12 to work with an employer as paid employees, while studying for their senior certificate. At the same time, students undertake a training qualification with a supervising registered training organisation chosen by both the employer and the student.

A school-based apprentice's or trainee's employment and/or training arrangements must impact on their school timetable for the program to be considered school based.

The benefits of undertaking a school-based apprenticeship or traineeship include:

- receiving both an education and a job
- being a step ahead of the competition for jobs
- learning the latest knowledge and skills
- getting paid while you learn
- working towards achieving a nationally recognised qualification
- gaining hands-on experience in a real job
- gaining the skills and experience to help you go on to tertiary study
- experiencing a great way to move from school to work
- gaining a sense of achievement.

Doing a school-based apprenticeship or traineeship is a great start to your career.

Procedures for TAFE Application

During the SET Planning process and Subject Selection for Year 11 2022 subjects, Year 10 students will have the opportunity to apply for courses in the TAFE Brisbane Schools' Program. Many Certificate II courses are fully subsidised by the Queensland Government. Certificate III level courses can also be studied, at a fraction of the cost of doing the same courses after Year 12 at TAFE and with Private Providers.

Students may access the range of TAFE at Schools programs through the [TAFE website](#) or the Pathways Program Leader office. If students are interested in a particular course, they should discuss the suitability of completing it during Years 11 and 12 at their SET Plan interview. Sometimes the teacher conducting the interview may suggest a course if they think it might be appropriate for the student.

If students wish to apply for a course, they request a TAFE in Schools application link from the Pathways Program Leader and apply online. Applications will open on **Monday, 17th July 2024**.

Factors to consider when looking at possible TAFE courses are the course cost (some are still quite expensive) and the campus at which it is being offered because transport is an essential consideration for families. Another important factor is missed lessons which can be crucial if the student is pursuing an ATAR-bound course.

Missed lessons are the responsibility of the student to catch up. Students should establish a routine with their teachers to ensure they find out what they have missed.

Difficulties regarding the timetabling of TAFE courses are impossible for the school to avoid, as TAFE timetables are done well in advance of school timetables. **Students must also enrol in the TAFE courses at their own cost in Semester 2 of Year 10 before individual student timetables at school are known.**

Once students are offered a place in a TAFE course, they must pay the enrolment fees before the due date. If enrolment fees are not paid in time, places in the course can be allocated to other students. The same procedure is followed for last-minute enrolments in January and February.

The Pathways Program Leader constantly communicates with the TAFE Schools' Program. If there are any queries that students or parents have about courses or enrolments, the school can gain responses very quickly. If a student needs to drop a subject to facilitate a TAFE course, the Pathways Program Leader can only recommend variations, students must see the Assistant Principal - Curriculum to effect any change to their timetable.

At SET planning time, all students will still be required to choose six subjects + two reserves from the subjects available. When the TAFE enrolment is confirmed, students will be allowed to drop a timetabled subject and be allocated a TAFE/Study line.

Certificate III in Business

VET subject – 8 QCE points upon completion

Course Overview

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post- secondary schooling.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. The course is delivered over 2 years.

To achieve success, a sound level of achievement in Year 10 Economics & Business is recommended but not essential.

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries eg Customer Services Advisor, Payroll officer and/or pursuing further tertiary pathways such as a Certificate IV, Diploma and Bachelor of Business. These qualifications may assist with success as a Small Business Owner; Marketing Manager or Project Manager.

Structure

Core Units

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Elective Units

BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBWRT311	Write simple documents
BSBXCS301	Protect own personal online profile from cyber security threats

Assessment

A range of teaching and learning strategies will be used to deliver the competencies. These placements may include practical tasks, group work, simulated work activities, projects, excursions and work

Diploma in Business

VET subject – 8 QCE points upon completion



Course Overview

The Diploma of Business introduces you to the fundamental concepts of entrepreneurship, human resource management, management and marketing.

The Diploma is studied through Southern Cross University and is equivalent to the first year of an undergraduate degree. This course is recommended if you are interested in studying the entrepreneurship, international, management and marketing side of business, rather than the commerce or numeracy side of business.

Pathways

This Diploma gives credit towards a number of Business courses at various Universities, including:

Southern Cross University			
Bachelor of Business and Enterprise	8 units	Associate Degree in Law (Paralegal Studies)	4 units
Bachelor of Information Technology	7 units	Bachelor of Lega and Justice Studies	4 units
Griffith University			
Bachelor of Business	4 units		

Structure

Core Units

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

Elective Units

BSBHRM525	Manage recruitment and onboarding
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBTWK503	Manage meetings
BSBPEF502	Develop and use emotional intelligence
BSBCMM411	Make presentations
BSBMKG541	Identify and evaluate marketing opportunities

Assessment

A range of teaching and learning strategies will be used to deliver the competencies. Assessments may include practical tasks, group work, simulated work activities, projects and independent work.

Certificate I in Construction / Certificate II in Construction Pathways

VET subject – 4 QCE points upon completion



VET

RTO code: 31193 www.bluedogtraining.com.au

Course Overview

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 overall period of two (2) years. A student can only participate in a Blue Dog Training VETis program with the permission of the school.

This Certificate course is competency based and therefore no levels of achievement will be awarded for the semester reports. Certificate results will appear on the Senior Statement and students will receive updated results at various times. Throughout this course students undertake a range of practical projects to provide evidence of their competency within each of the units of study.

Course Outline

Blue Dog Training will offer real connections between the school and the Construction Industry. The private provider will offer assistance in the delivery of the units which will give our students the opportunity to work alongside a qualified tradesman and gain invaluable real-life experience. Students will also be encouraged and assisted to find work placement within the industry to build on the skills learnt within this course to better equip them on their pathway to employment.

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.

Units of Competency

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

Prerequisite units of competency - An asterisk () against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk. Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120>
<https://training.gov.au/Training/Details/CPC20220>

Certificate II in Engineering Pathways

VET subject – 4 QCE points upon completion



VET

RTO code: 31193 www.bluedogtraining.com.au

Course Overview

MEM20422 Certificate II in Engineering Pathways, offered in partnership with Blue Dog Training (RTO code: 31193), provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETis program with the permission of the school. This Certificate course is competency based and therefore no levels of achievement will be awarded for the semester reports. Certificate results will appear on the Senior Statement and students will receive updated results at various times. Throughout this course students undertake a range of practical projects to provide evidence of their competency within each of the units of study. Possible career pathways include: Boilermaking/Welding, Sheetmetal working, Fitting and/or Turning, Machining, Diesel Fitting/Fixed and Mobile Plant Mechanic.

Course Outline

This qualification is based on the units of competency listed below. To achieve the qualification students must achieve competency in 12 units, which consists of 4 core units and 8 electives. The electives may change to offer students the best opportunities at the time of delivery.

Blue Dog Training will offer real connections between the school and the Construction Industry. The private provider will offer assistance in the delivery of the units which will give our students the opportunity to work alongside a qualified tradesman and gain invaluable real-life experience. Students will also be encouraged and assisted to find work placement within the industry to build on the skills learnt within this course to better equip them on their pathway to employment.

Application

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

Eligibility - Cost

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

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

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

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

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

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

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.

Units of Competency

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Electives

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

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

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

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>

Certificate II in Health Support Services (Year 11) combined with Certificate III in Health Services Assistance (Year 12)



VET

VET subject – 8 QCE points upon completion

Course Overview

These qualifications are designed to include projects that prepare students for a range of tasks they perform when they enter into a health services career, including health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs. Certificate III in Health Services Assistance is offered in Year 12 for those students who have completed the Certificate II in Health Support Services in Year 11.

Course Outline

The topics studied in Year 11 are: health and safety in health services, compliance with infection prevention and control policies and procedures, contributing to team effectiveness, conducting health assessments with diverse clients, working in health teams, working in health administration.

Assessment

Units of Competency – Year 11

HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
HLTINF001	Comply with infection prevention and control policies and procedures
BSBFLM312	Contribute to team effectiveness
CHCDIV001	Work with diverse people
BSBCUS201	Deliver a service to customers
CHCCOM001	Provide first point of contact
HLTAID003	Provide First Aid
CHHCCOM005	Communicate and work in health or community services
BSBWOR202	Organise and complete daily work activities
FSKOCM07	Interact effectively with others at work
BSBADM101	Use business equipment and resources
BSBINM201	Process and maintain workplace information
BSBWOR204	Use business technology
BSBWOR203	Work effectively with others

Nominal hours **must** be completed to satisfactorily complete each unit.

Certificate IV in Justice Studies

External VET subject – 8 QCE points upon completion



VET

Course Overview

The Certificate IV in Justice Studies qualification is an excellent opportunity to take the first step towards a successful career in the justice industry. This course is provided through Unity College and will enable students to obtain a head start in the local job market in roles such as Court personnel, Paralegal/Legal Administrator, Police Officer and Youth justice roles. The course can also help prepare students to progress on to University courses.

Course Outline

As VET qualifications are designed to prepare you for working various industry areas and equip you with the Core Skills for work, students will be required to actively demonstrate the development of their understanding, skill and competency during their lessons.

Assessment

Units of Competency

All assessments are competency based. Below are examples of core units studied in 2023.

BSBLEG421	Apply understanding of the Australian Legal System
BSBLEG523	Apply legal principles in tort law matters
BSBPEF402	Develop personal work priorities
BSBXCM401	Apply communication strategies in the workplace
NAT10971001	Provide information and referral advice on justice related issues
NAT10971002	Prepare documentation for court proceedings
NAT10971003	Analyse social justice issues
PSPREG003	Apply regulatory powers
PSPREG010	Prepare a brief of evidence

Certificate II in Sport & Recreation (Year 11) and Certificate III in Sport & Recreation (Year 12)

VET subject – 8 QCE points upon completion



Course Overview

The program involves learning the required knowledge and skills to be an employee in the Sport, Fitness and Recreation industry. This qualification reflects the multiskilled role of individuals in operational and customer support positions in the sport or community recreation industry. Students assist with facilitation of sport and recreation programs within their school community including:

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

Assessment activities include the completion of practical and knowledge tasks throughout the program. Knowledge tasks generally take the form of short answer quizzes and research tasks that are completed online. Many of the practical tasks will also involve completing an industry document (e.g. session plan).

Graduates of the 'Binnacle Sports Program' may explore a Certificate IV/Diploma pathway with another training provider (e.g. Fit College or TAFE Queensland) upon completion of the Certificate III in Sport and Recreation. Please ask your Binnacle Teacher to contact Binnacle Training if you would like further information regarding a Certificate IV or other inter-related industry pathway qualifications (e.g. Business).

Course Outline

Course Schedule – Year 1	Course Schedule – Year 2
<ul style="list-style-type: none"> • Binnacle Lounge Induction • Introduction to Training Programs • Introduction to the Sport, Fitness and Recreation (SFR) Industry 	<ul style="list-style-type: none"> • Plan and Conduct Sports Programs • Apply Knowledge of Officiating Practices
<ul style="list-style-type: none"> • Perform Research and Create a Group Presentation • Organise and Complete Work Tasks 	<ul style="list-style-type: none"> • Plan and Deliver a Sports Competition • Community SFR Program
<ul style="list-style-type: none"> • Cardio and Conditioning Programs • Anatomy and Physiology • The SFR Industry 	<ul style="list-style-type: none"> • Sport-Specific Coaching Sessions • Personal Development • Workplace Performance
<ul style="list-style-type: none"> • Anatomy and Physiology • Provide First Aid 	
<p><i>Finalisation of Certificate II in Sport and Recreation</i></p>	<p><i>Finalisation of Certificate III in Sport and Recreation</i></p>

Structure Cert II/III Sport and Recreation

Units of Competency

HLTAID011	Provide First Aid BSBWOR204 Use business technology
HLTWHS001	Participate in workplace health and safety BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control
SISXEMR001	Respond to emergency situations SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions
SISXIND001	Work effectively in sport, fitness and recreation environments ICTWEB201 Use social media tools for collaboration and engagement
SISXCAI002	Assist with activity sessions SISXCAI006 Facilitate groups
SISXIND002	Maintain sport, fitness and recreation industry knowledge BSBWOR301 Organise personal work priorities and development
SISXCCS001	Provide quality service BSBADM307 Organise schedules
BSBWOR202	Organise and complete daily work activities SISXCAI004 Plan and conduct programs
BSBTEC201	Use business software applications TERM 7 ADD-ON UNITS OF COMPETENCY
BSBTEC202	Use digital technologies to communicate in a work environment
SISSSCO001	Conduct sport coaching sessions with foundation level participants
BSBTEC203	Research using the internet BSBPEF302 Develop self-awareness
ICTICT203	Operate application software packages BSBTWK201 Work effectively with others
BSBSUS201	Participate in environmentally sustainable work practices HLTAID009 Provide cardiopulmonary resuscitation (completed as part of Provide First Aid - HLTAID011)
BSBWOR204	Use business technology
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
ICTWEB201	Use social media tools for collaboration and engagement
SISXCAI006	Facilitate groups
BSBWOR301	Organise personal work priorities and development
BSBADM307	Organise schedules
SISXCAI004	Plan and conduct programs

Term 7 Add-On Units of Competency

SISSSCO001	Conduct sport coaching sessions with foundation level participants
BSBPEF302	Develop self-awareness
BSBTWK201	Work effectively with others
HLTAID009	Provide cardiopulmonary resuscitation (completed as part of Provide First Aid – HLTAID011)

Pathways

These certificates can establish a basis for further education and employment in the fields of Event Organisation, Sports Trainer, First Aid Officer, Exercise Science, Fitness Instructor, Sports Coaching, Human Movement Studies, Recreation Management and Health Information Management. Students will develop long-term employment skills applicable to a wide variety of jobs and industries, particularly the ability to communicate with people of all ages (athletes and parents) and the confidence to speak in a public setting (addressing a team).

Assessment

Program delivery will combine class-based tasks and practical components in a real gym environment at the school. This involves delivering fitness programs to clients within the school community (students, teachers and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and a fitness facility

Nominal hours ***must*** be completed to complete each unit satisfactorily.

Glossary of Terms

ATAR	QTAC will calculate the Australian Tertiary Admission Rank, based on a student's best five General subject results OR a student's best results in a combination of four General subject results, plus an Applied subject result or a Certificate III, IV or Diploma. Eligibility for an ATAR will require satisfactory completion (a grade of C or better) in a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.
AQF	Australian Qualifications Framework
BNIT	Brisbane North Institute of TAFE
Learning Account	The Learning Account is created following each student's registration in Year 10 with the QCAA. The Learning Account records all QCAA-approved learning achievements earned by the student during their senior learning phase. Students' achievements at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE College or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with the QCAA. All students will create online access to their learning account at the start of Year 11.
LUI Learners Unique Identifier	The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.
QCAA Queensland Curriculum and Assessment Authority	The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. It provides syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools. QCAA issues the QCE and the QCIA.
QCE Queensland Certificate of Education	The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCAA awards students a QCE when they complete the senior phase of learning — most often at the end of Year 12. To be awarded a QCE students will need to achieve a minimum amount of learning, including literacy and numeracy, at set standards.

QCIA Queensland Certificate of Individual Achievement	The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge that they can present to employers and training providers.
QTAC Queensland Tertiary Admissions Centre	The Queensland Tertiary Admissions Centre (QTAC) calculates the ATAR and handles tertiary entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course, they will need to do so through QTAC for most courses.
RTO	Registered Training Organisation
Senior Statement	The Senior Statement is an official record of all the learning achievements in a Learning Account. It details what learning was attempted, the standard achieved and where and when the learning took place.
SET Plan Senior Education and Training Plans	A SET Plan is completed by all Year 10 students to support all students 'Learning or Earning' phase from Year 10 to Age 17. The aim of the SET Plan is to set out students' planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study from Year 10, they will still be flexible enough to allow students to make changes when and if needed.
TAFE	Technical and Further Education is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.
VET: Vocational Education and Training	VET is a national system designed to skill workers to work in particular industries e.g. business, childcare, construction, sport and recreation, multimedia, hospitality, retail or creative arts.
VETiS	Vocational Education Training in Schools



Southern Cross Catholic College *A Prep-Year 12 learning community, which aspires to growth in knowledge, love and service in the presence of God.*

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