Senior
Subject Selection Guide

MT.GRAVATT

MGH

HIGH SCHOOL

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Mount Gravatt High School

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A Word from the Principal

There have been a number of reforms to education in Queensland over the years. The most recent change is that from 2020 the Overall Position (OP) system of student ranking for tertiary entrance will be replaced by the Australian Tertiary Assessment Rank (ATAR). The changes are to achieve a closer alignment to a national standard for students wishing to go on to tertiary study after secondary school.

The reforms information provided to us by the QCAA is that the changes will have more to do with the nature of assessment, being a combination of internal and external assessment, and a new ranking system for students wishing to be considered for tertiary entry, the ATAR score.
The key changes to the Senior Assessment System (Years 11 and 12) and the Tertiary Entrance System are:

- A new syllabus will be written for each of the subjects.
- The "Summative" assessment in each subject in Year 12 will involve three school-based assessment items and one common external assessment item.
- The "Formative" assessment in each subject in Year 11 will allow the students to prepare for the types of assessments they will experience in Year 12.
- The Australian Tertiary Admission Rank (ATAR) will be introduced as the measure used by the Queensland Tertiary Admissions Centre to make offers to students for university entry. The ATAR is a finer-grained rank order 0.00 and 99.95 with increments of 0.05. The ATAR is commonly used in other states and territories.
- Further information can be found at the Queensland Curriculum and Assessment Authority (QCAA) website.

While your Senior School pathway is an important decision which can be life influencing but not life changing, it is still important to make a good decision and this curriculum guide will support you to do this, as the best decisions are ones that have been well informed. Despite the fact that there are a lot of changes ahead in how we do Senior Schooling in Queensland, this still does not change the important considerations that should guide all students and parents in their deliberations about subject choice and that is:

1. Am I good at it?
2. Do I enjoy the subject?
3. Do I need this subject for my chosen career path?

Is Year 11 More Difficult Than Year 10?

One of the most common questions from students intending to do Year 11 is, "*Are Years 11 and 12 more difficult than Year 10?*" Speaking generally the short answer is, "*Yes*!" The relevant factors are:

- Subjects in Years 11/12 cover more work than subjects in Years 10.

- Students are expected to develop a critical and evaluative approach to their studies.

- Assignments also demand an increased ability to work independently without prompting from teachers.

- In summary, this means a far greater personal responsibility is needed to ensure success.

- Students in Years 11/12 tend to be more competitive, whether or not they are tertiary bound.

- Increased competition should be seen as a motivation to improve results, to better enable students to find a career after leaving school.

- Success depends on keeping a balance between school work and extra-curricular activities. (As parents and educators, we need to remember that students at this age are often struggling with many personal issues of self-esteem, "the adolescent turmoil", and many of these issues may compete with school work. Students feel the need to become involved with more than just school e.g. social/sporting events, community involvement, religious or cultural activities, which will all press on their demands for time. Careful thought and planning will be needed to keep the balance.)

- Time needed for homework and assignments is greater than in Years 10. For Senior students, school is a 45-hour week minimum - 30 hours at school and 15 hours of home study. However, the better organised you are and the more time spent at study, the better will be your results.

- For you, as a student, the future begins now. Accept the increased responsibilities and work to achieve success. Plan for tomorrow today and your success will be assured.

TO MAXIMISE THE ACADEMIC SUCCESS of students and their personal well-being in Years 11/12 the following characteristics would seem desirable:

(a) To have a good knowledge of study skills e.g. how to write assignments, prepare for exams, take notes, memorise efficiently etc.

(b) Setting realistic goals. Goals can be divided into three types - short-term goals (e.g. getting an assignment in on time), medium-term goals (e.g. reading 10 novels in a year), long-term goals (e.g. to perform well enough at school to do veterinary science at university). Research has shown conclusively that setting realistic goals and working towards them is a major ingredient of success.

(c) Planning time - keep a balance that is right for you. Take into account the following factors:

- homework/study
- time spent alone
- time spent with the family
- sport
- time having 'fun' with friends
- sleep

(d) Remember:

- that the recommended 45 hrs/week for school and study is a minimum;
- that regular attendance at classes is required;
- that the school expectations published in the Student Planner are to be observed;
- that the conditions agreed to in the Educational Agreement for Senior Students must be met;
- that your role as a student is to achieve to the best of your ability.

IMPORTANT:

This school offers accreditation in two areas:

    (i)   for Tertiary Entrance;
    (ii)   Vocational Education including TAFE and Industry Placement.

Students should understand and recognise the importance and value of our Vocational Education subjects. Not all students wish to go on to tertiary study and the experience of success in these subjects may be of far greater benefit than disappointment at attempting QCAA General subjects. Please consider carefully.

I wish all students and parents well on your subject selection journey. Years 11 and 12 represent an exciting challenge and one that most students enjoy very much. I would like to wish all students a successful and enjoyable two years.

ROSS ROBERTSON
PRINCIPAL

How to Choose Subjects for Years 11 and 12

It is important to choose senior subjects carefully, as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school.

What would you would like to achieve during Years 11-12?

Queensland Certificate of Education

QCE

...for all students

Australian Tertiary Admission Rank

ATAR

...for university entry

School-Based Apprenticeship/Traineeship TAFE at School etc.

VET

...for entry into work or further training

Generally, you are advised to choose subjects which:

- You enjoy
- You have achieved well in or feel confident of achieving well in
- Reflect your interests and abilities
- Help you reach your career and employment goals
- Will develop skills, knowledge and attitudes useful throughout your life.

More specifically, some courses and occupations require you to study particular subjects in Years 11 and 12. Most university courses demand pre-requisite subjects, which must be studied in senior years and which you must pass. This information is listed on university websites, and compiled as a downloadable pdf on the QTAC website (https://www.qtac.edu.au/about-us/publications). You will need to study this carefully. Check the prerequisites for all university courses in your areas of interest and try to choose senior subjects that keep open as many courses as possible.

If you intend to go to university, you should select:

- five or six Queensland Curriculum and Assessment Authority (QCAA) General Subjects; or

- at least four Queensland Curriculum and Assessment Authority (QCAA) General Subjects as well as an Applied Subject or Certificate III or higher course in your selection.

This will make you eligible for an Australian Tertiary Admission Rank, or ATAR. Most university courses, and some TAFE courses, select applicants using the ATAR. Therefore, even if university studies are only a possibility for you at the moment, you may want to make yourself ATAR eligible to keep your options open.

Some university and TAFE courses have alternative selection criteria (e.g. an audition or portfolio). Many TAFE courses are non-competitive (all eligible applicants are accepted into the course). For these, an ATAR may not be required.

Read the subject descriptions in this booklet carefully. Look at the types of assessment, abilities required, and curriculum. Do they suit you? Can you perform well in them? If you have further queries regarding subject descriptions, see the relevant Heads of Departments for more information.

We will attempt to help students and parents as much as possible in this decision-making process. More detailed information on senior options is contained in the "Choosing Senior Subjects" booklet, which we give to Year 10 students in Term 1. In Term 2 we will speak about senior pathways in detail at the subject selection evening and the ensuing Senior Education and Training Plan (SETP) meetings. If you would like further advice after this, please feel free to make a guidance appointment by ringing the school in advance.

DIANE GLASSINGTON and DANIEL WILSON
GUIDANCE OFFICERS

Seek Worthy Things

This subject is compulsory and studied by all Year 11 and 12 students. This course is tailored to meet the needs of students by preparing them for a changing world.

All students studying general and applied subjects will require certain skills to assist them with the assessment addressed both internally and for the external exams conducted at the end of Unit 3 and 4. These 'cognitive verbs' assist students by preparing for the 21st century skills required beyond school:

- Critical Thinking
- Creative Thinking
- Communication
- Collaboration and Teamwork
- Personal and social skills
- ICT skills

As part of Seek Worthy Things, students will further develop skills for all assessment, helping them unpack assignments, prepare notes and develop study skills for their assessments for subjects. Preparation for External Exams including Test preparation and Memory and Mnemonics will also be incorporated into the program.

Students will also be given time for personal and career development such as stress management, resilience, time management and wellbeing. Guidance Officers will also assist students with QTAC applications in Year 12.

Students may also be given time to complete additional courses that may assist those requiring additional QCE credits such as Certificate II in Skills for Work and Vocational Pathways or First Aid.

Line Structures

The final line structure is dependent upon student choice. Initially, students will choose any six subjects, two of which must be an English and a Mathematics subject. From the overall student response, subjects will be offered (or withdrawn) and then grouped into lines.

NOTE:

1. Subjects will be listed across 6 lines. Students select 6 subjects – 1 subject per line.

2. To be ATAR Eligible, students must study at least 4 General Subjects (though at least 5 General Subjects preferred) plus either an Applied Subject or a Certificate III or higher subject.

3. Otherwise Applied Subjects and VET subjects are not counted towards the ATAR.

4. Subjects may be withdrawn at the Principal's discretion based on staffing, student enrolments or facilities.

5. It is strongly suggested that students consider a seventh or alternative choice in case one of their chosen six is not available.

6. The following rules apply to students who complete a School Based Apprenticeship/Traineeship, TAFE or University study resulting in absence from school for one or more days a week.

   - ATAR Eligible students may choose 5 subjects
   - ATAR Ineligible students are to choose 6 subjects
   - Students who are absent from school for 2 days a week due to the SAT or TAFE course may choose 5 subjects.
   - Students may choose a maximum of two of the Manufacturing subjects (Construction, Engineering or Furnishing).

Senior Education Profile

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

- statement of results

- Queensland Certificate of Education (QCE)

- Queensland Certificate of Individual Achievement (QCIA).

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

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

Year 11 and 12 students must study six subjects in each unit, one of which must be Essential English or English and another must be Essential Mathematics, General Mathematics or Mathematical Methods

The subjects available to students include those that are designed to cater for the full range of students' interests and abilities. These subjects cater for entry to university, TAFE and employment. All of the options below will contribute to the Queensland Certificate of Education (QCE) if the required standard is reached.

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

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

General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

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

Applied syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education and Training (VET)

- **Vocational Education and Training (VET) Subjects** are courses that provide numerous pathways into training and include a greater emphasis on the world of work. While undertaking their senior studies, students gain credit towards a nationally recognised certificate which allows them to move more easily into the workforce, take up further study at TAFE, or provides an alternative pathway to university. If successfully completed, VET subjects also contribute to the QCE. The Vocational Education Program provides students with entry-level training and qualifications that are industry endorsed. All competencies achieved are Nationally Accredited and are recognised under the Australian Qualifications Framework.

- **TAFE/Private Provider Courses**. In order to broaden vocational options, senior students may enrol in TAFE accredited subjects at TAFE colleges, Brisbane School of Distance Education and private colleges etc. The Guidance Officer or Senior Schooling Head of Department will inform students of opportunities as they arise. Students need to be committed to completing the courses, be prepared to pay tuition and material costs and are required to arrange their own transport. A certificate or statement is issued on completion of the course and QCE credits are awarded. Students attending VET in Schools Courses will usually miss 2-4 lessons per week at school. It is the student's responsibility to work with their teachers and in their own time to ensure they do not fall behind with the school curriculum.

- **School Based Apprenticeships and Traineeships (SAT)**. Year 11 and 12 students may complete a SAT as part of their Senior School Studies. SATs are essentially no different from full time apprenticeships/traineeships except that the SAT is integrated with other school studies (typically being one day per week). As with students enrolling in TAFE courses, it is the responsibility of the student to make up any lost curriculum time. A training contract must be completed and registered through Department of Employment & Training (DET). Students interested in applying for an SAT should see the school's Senior Schooling Head of Department.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results or

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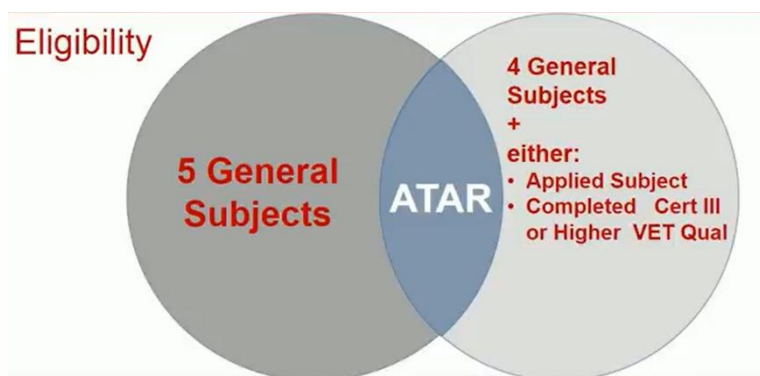
The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

- common to all schools

- administered under the same conditions at the same time and on the same day

- developed and marked by the QCAA according to a commonly applied marking scheme.

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

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

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

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

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

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements
  - for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Year 10 Year 11 Prerequisites

To assist students to make informed decisions about subjects, based on their performance at school, students will need to achieve a minimum standard to be able to enter some Year 11/12 General Subjects. The relevant subjects and the required minimum standard are outlined in the table below:

Faculty	Subject	Type of Subject	Prerequisites	Recommendations
Mathematics	General Mathematics	General	C+ in Intro to General Mathematics / C in Intro to Mathematical Methods	
	Mathematical Methods		C+ in Intro to Mathematical Methods	
	Specialist Mathematics		C+ in Intro to Mathematical Methods	
	Essential Mathematics	Applied	Nil	
English	English	General	C in English	
	English Literature		B- in English	
	English as an Additional Language		See Subject Handbook	Students from a non-English speaking background should consider choosing this subject
	Essential English	Applied	Nil	
Humanities	Ancient History	General	C in English	Satisfactory achievement in pre-senior subjects
	Economics		C in English	
	Geography		C in English	
	Legal Studies		C in English	
	Modern History		C in English	
	Tourism	Applied	Nil	
	Certificate IV in Crime and Justice	Certificate Course	Nil	
Business	Accounting	General	C in English	Satisfactory achievement in pre-senior subjects
	Business		C in English	
	Certificate II in Workplace Skills	Certificate Course	Nil	
	Certificate III in Business		Nil	
	Diploma of Business		Nil	

	Subject	Type	Prerequisites	Notes
Technologies	Design	General	Nil	Satisfactory achievement in pre-senior subjects
	Digital Solutions		Nil	
	Building and Construction Skills	Applied	Nil	Satisfactory achievement in pre-senior subjects
	Engineering Skills		Nil	
	Furnishing Skills		Nil	
	Hospitality Practices		Nil	
	Industrial Graphics Skills		Nil	
	Information and Communication Technology		Nil	
	Certificate III in Aviation	Certificate Course	Nil	
	Certificate III in Information, Digital Media and Technology		Nil	
Health and Physical Education	Health	General	B in English and B in Core HPE	Satisfactory achievement in pre-senior subjects
	Physical Education		C in English and B in Core HPE	
	Sport and Recreation	Applied	Nil	
	Certificate III in Fitness	Certificate Course	Nil	
Science	Biology	General	C in English and Core Science	Satisfactory achievement in pre-senior subjects
	Chemistry		C in English and Core Science	
	Earth and Environmental Science		C in English and Core Science	
	Physics		C in English and Core Science	
	Psychology		C in English and Core Science	
Languages	Japanese	General	C in Japanese and English, or a minimum B level in English if Japanese was not studied in Year 10	Japanese background speakers that did not achieve a C level in English will also be considered as they are expected to develop sufficient fluency with the English translation tasks over the 2-year course

The Arts	Dance	General	C in English	Satisfactory achievement in pre-senior subjects
	Drama		C in English	
	Film, Television and New Media		C in English	
	Music		C in English	
	Music Extension (Composition)		B in classroom Music by the end of Unit 2 C in English	
	Music Extension (Performance)		B in classroom Music by the end of Unit 2 C in English	
	Visual Art		C in English	
	Drama in Practice	Applied	Nil	Satisfactory achievement in pre-senior subjects
	Media in Practice			
	Visual Arts in Practice			

QCAA Senior Syllabuses

Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

Technologies

General
- Design
- Digital Solutions

Applied
- Building & Construction Skills
- Engineering Skills
- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills
- Information & Communication Technology

Certificates
- Certificate III in Aviation
- Certificate III in Information, Digital Media and Technology

Science

General
- Biology
- Chemistry
- Earth & Environmental Science
- Physics
- Psychology

English

General
- English
- English Literature
- English as an Additional Language

Applied
- Essential English

Health and Physical Education

General
- Health
- Physical Education

Applied
- Sport & Recreation

Certificate
- Certificate III in Fitness

Languages

General
- Japanese

Humanities

General
- Ancient History
- Economics
- Geography
- Legal Studies
- Modern History

Applied
- Tourism
- Certificate IV in Crime and Justice

Business

General
- Accounting
- Business

Certificates
- Certificate II in Workplace Skills
- Certificate III in Business
- Diploma of Business

The Arts

General
- Dance
- Drama
- Film, Television & New Media
- Music
- Music Extension (Composition)
- Music Extension (Performance)
- Visual Art

Applied
- Drama in Practice
- Media in Practice
- Visual Arts in Practice

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 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.

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.

Pre-Requisite(s)

C+ in Year 10 Introduction to General Mathematics / C in Year 10 Introduction to Mathematical Methods

Other Mandatory Requirements

- Casio FX82AUPLUS Scientific Calculator

- 1 x 256-page A4 exercise book

- quality geometry equipment - compass, protractor

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Problem-solving and modelling task	25%		
Formative internal assessment 2 (IA2): • Examination	25%		
Formative internal assessment (EA): 50% • Examination			

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

Summative assessments

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

Mathematical Methods
General senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Pre-Requisite(s)

C+ in Year 10 Introduction to Mathematical Methods

Other Mandatory Requirements

- Casio fx-CG50AU or fx-CG20AU graphic calculator. (Use of a graphic calculator is mandated by QCAA)

- 1 x 256-page A4 exercise book

- Quality geometry equipment - compass, protractor

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Problem-solving and modelling task	25%		
Formative internal assessment 2 (IA2): • Examination	25%		
Formative internal assessment (EA): 50% • Examination			

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

Summative assessments

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

Specialist Mathematics
General senior subject

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

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. 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.

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.

Pre-Requisite(s)

C+ in Year 10 Introduction to Mathematical Methods

Other Mandatory Requirements

- Casio fx-CG50AU or fx-CG20AU graphic calculator. (Use of a graphic calculator is mandated by QCAA)

- 1 x 256-page A4 exercise book

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

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 • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Problem-solving and modelling task	25%		
Formative internal assessment 2 (IA2): • Examination	25%		
Formative internal assessment (EA): 50% • Examination			

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

Summative assessments

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

Essential Mathematics
Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Mandatory Requirements

- Casio FX82AUPLUS scientific calculator

- 1 x 256-page A4 exercise book

- quality geometry equipment - compass, protractor

Structure

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

Assessment

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

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Problem-solving and modelling task	Formative internal assessment 3 (IA3): • Problem-solving and modelling task
Formative internal assessment 2 (IA2): • Examination	Formative internal assessment (IA4): • Examination

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

Summative assessments

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

English

General senior subject

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.

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- 2 x 64-page exercise books, USB

Structure

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

Assessment

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

Formative assessments

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

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

Summative assessments

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

English Literature

General senior subject

The subject Literature focuses on the study of 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 literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts

- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms

- enjoyment and appreciation of literary texts and the aesthetic use of language

- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others

- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences

- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

Pathways

Literature 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 Literature 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 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

Pre-Requisite(s)

B in Year 10 English

Other Mandatory Requirements

- 2 x 64-page exercise books, USB

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Examining ways literary texts are received and responded to • Examining how textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Examining ways literary texts connect with each other — genre, concepts and contexts • Examining ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts.	**Literature and identity** • Examining the relationship between language, culture and identity in literary texts • Examining power of language to represent ideas, events and people. • Creating analytical and imaginative texts.	**Independent Explorations** • Examining dynamic nature of literary interpretation. • Examining close examination of style, structure and subject matter. • Creating analytical and imaginative texts.

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Extended response — analytical written response	25%	Formative internal assessment 3 (FIA3): • Extended response — imaginative written response	25%
Formative internal assessment 2 (FIA2): • Extended response — imaginative spoken/multimodal response	25%	Formative internal assessment (FIA4): • Examination — analytical written response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response - imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

English as an Additional Language
General senior subject

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

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

English as an Additional Language will contribute to your ATAR score and is accepted by Queensland Universities.

A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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.

Pre-Requisite(s)

The subject is designed for students for whom English is not their first or home language and who have restricted proficiency in the English language. Students who may qualify for the course are those who have fewer than five years of education, where the medium of instruction is in English. Students with a non-English speaking background (NESB) may qualify for the course.

Other Mandatory Requirements

2 x 64-page exercise books, USB

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture • Examining and shaping representations of culture in texts • Responding to a variety of media and literary texts • Creating analytical and persuasive texts	**Perspectives in texts** • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Issues, ideas and attitudes** • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination – analytical written response	25%	Formative internal assessment 3 (IA3): • Extended response – imaginative spoken/multimodal response	25%
Formative internal assessment 2 (IA2): • Extended response – persuasive written response	25%	Formative internal assessment (EA): • Examination – analytical extended response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): • Extended response – persuasive written response	25%	Summative external assessment (EA): • Examination – analytical extended response	25%

Essential English
Applied senior subject

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- use appropriate roles and relationships with audiences

- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning

- explain how language features and text structures shape meaning and invite particular responses

- select and use subject matter to support perspectives

- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts

- make mode-appropriate language choices according to register informed by purpose, audience and context

- use language features to achieve particular purposes across modes.

Other Mandatory Requirements

- 2 x 64-page exercise books, USB

Structure

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

Assessment

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

Formative assessments

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

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

Summative assessments

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

Ancient History
General senior subject

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.

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- exercise book

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Slavery	**Personalities in their time** • Hatshepsut • Akhenaten • Xerxes	**Reconstructing the ancient world** • Thebes — East and West, 18th Dynasty Egypt	**People, power and authority** Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism

Unit 1	Unit 2	Unit 3	Unit 4
• 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.	• Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	• 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	• 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 QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Formative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Formative internal assessment 2 (IA2): • Independent source investigation	25%	Formative internal assessment (EA): • Examination — short responses to historical sources	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Economics
General senior subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- exercise book

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • The global economy • International economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic management

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination — combination response	25%	Formative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Formative internal assessment 2 (IA2): • Investigation — research report	25%	Formative internal assessment (EA): • Examination — combination response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

Geography
General senior subject

Geography focuses on the significance of 'place' and 'space' in understanding our world. 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 investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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.

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.

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- exercise book

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination - combination response	25%	Formative internal assessment 3 (IA3): • Investigation - field report	25%
Formative internal assessment 2 (IA2): • Investigation - data report	25%	Formative internal assessment (IA4 EA Trial): • Examination - combination response	25%

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

Summative assessments

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

Legal Studies
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- exercise book and A4 display folder
- Students are also expected to become a member of the Queensland State Library. This is a free service and maybe completed on line.

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination — combination response	25%	Formative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Formative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Formative internal assessment (EA): • Examination — combination response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History
General senior subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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.

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.

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- ring binder folder

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Formative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Formative internal assessment 2 (IA2): • Independent source investigation	25%	Formative internal assessment (EA): • Examination — short responses to historical sources	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Tourism
Applied senior subject

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

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

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

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

Objectives

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

- recall terminology associated with tourism and the tourism industry

- describe and explain tourism concepts and information

- identify and explain tourism issues or opportunities

- analyse tourism issues and opportunities

- apply tourism concepts and information from a local, national and global perspective

- communicate meaning and information using language conventions and features relevant to tourism contexts

- generate plans based on consumer and industry needs

- evaluate concepts and information within tourism and the tourism industry

- draw conclusions and make recommendations.

Other Mandatory Requirements

- exercise book

Structure

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

Core topics	Elective topics	
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions	• Tourism marketing • Types of tourism • Tourism client groups

Assessment

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

- one project

- one examination

- no more than two assessments from each technique.

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

At least two different components from the following:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  – non-presentation: 8 A4 pages max (or equivalent)
  – presentation: 3–6 minutes
• performance: continuous class time
• product: continuous class time.
	Presented in one of the following modes:
	• written: 600–1000 words
	• spoken: 3–4 minutes
	• multimodal
	  – non-presentation: 10 A4 pages max (or equivalent)
	  – presentation: 4–7 minutes.
		Presented in one of the following modes:
		• written: 600–1000 words
		• spoken: 3–4 minutes
		• multimodal
		  – non-presentation: 10 A4 pages max (or equivalent)
		  – presentation: 4–7 minutes.
			• 60–90 minutes
			• 50–250 words per item

10283NAT Certificate IV in Crime and Justice

Registered Training Organisation Provider Number: 31981

*correct at time of printing

Delivery of course: Virtual online classes and in person

Certificate IV in Crime and Justice is a nationally recognised qualification studied over two years. Cement your career and passion for community in an adventurous and exciting industry. Balance studies with practical and transferable skills that can kick start your career in a justice related profession.

Students will learn how to research, analyse and present information relevant to the criminal justice system, identify and apply the legal framework and principles of evidence law and hands-on abilities like preparing documentation for court proceedings.

Skills and qualities needed to be successful:

Students must be prepared to engage, contribute and participate during all classes and model the behaviours expected in a business environment. Classes are structured around business principles and behaviours and students are expected to take a business-like approach to their learning and development/ students will need to have good time management skills and be able to write academically. This course is similar to a first-year university program and therefore students should be prepared for rigorous assessment.

Pathways

The course also acts as a pathway to studying at University, with some universities possibly offering credits dependent on the course chosen and units completed within the course. Students may also choose to seek part-time or full-time employment in a legal environment upon completion of Year 12. Prestige have

Articulation Agreements with: Griffith University, Southern Cross University and Southern Queensland University.

Career possibilities may include:
- Compliance officer
- Corrective services officer
- Court services officer
- Customs officer
- Legal secretary
- Police Officer
- Youth Justice roles

Competencies

Units of competency:
10 (6 core units + 4 electives to suit outcome)

BSBLEG413	Identify and apply the legal framework
CJSCOM401	Provide information and referral advice on justice related issues
CJSDCP402	Prepare documentation for court proceedings
PSPREG003	Apply regulatory powers
CJSSJI403	Analyse social justice issues
BSBRES411	Analyse and present research information
Elective units:	Various units chosen to suit the desired outcome, contact our operations team for a detailed list of units

Other Mandatory Requirements

The Certificate IV is completed over 12 or 18 months. Costs provided on application. Payment plans are available. Students must be aged 15 years or above, and be a current Australian or NZ Citizen.

Assessment

All assessments are online, using an online portal, must have access to the internet. Your study period is an opportunity to complete your assessment tasks. You will be given tasks to complete on a weekly basis. Must be taken seriously – pathway to University. Complete your assessments by the due date. You will be given three opportunities to complete your assessment. If unable to do this, you will need to re-enrol in this unit and pay the applicable fees.

IMPORTANT

This document is to be read in conjunction with Mount Gravatt SHS VET Student Handbook and Policies and procedures. The handbook sets out the services and training products Mount Gravatt SHS (RTO #30406) provides and those services carried out by the RTO.

To access Mount Gravatt's Student VET Handbook, visit:
https://mtgravattshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx

Accounting
General senior subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- describe accounting concepts and principles

- explain accounting concepts, principles and processes

- apply accounting principles and processes

- analyse and interpret financial data and information to draw conclusions

- evaluate accounting practices to make decisions and propose recommendations

- synthesise and solve accounting problems

- create responses that communicate meaning to suit purpose and audience.

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- folder, calculator and USB

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business	**Management effectiveness** • Accounting for a trading GST business • End-of-year reporting for a trading GST business	**Monitoring a business** • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination — combination response	25%	Formative internal assessment 3 (IA3): • Project — management effectiveness	25%
Formative internal assessment 2 (IA2): • Examination — short response	25%	Formative internal assessment (EA): • Examination — short response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Examination — short response	25%	Summative external assessment (EA): • Examination — short response	25%

Business

General senior subject

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

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

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

Pathways

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

Objectives

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

- describe business environments and situations

- explain business concepts, strategies and processes

- select and analyse business data and information

- interpret business relationships, patterns and trends to draw conclusions

- evaluate business practices and strategies to make decisions and propose recommendations

- create responses that communicate meaning to suit purpose and audience.

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- Business for QCE: Units 3 & 4 Student Book - $31.95 on Cengage

- exercise book

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination — combination response	25%	Formative internal assessment 3 (IA3): • Investigation — business report	25%
Formative internal assessment 2 (IA2): • Extended response — feasibility report	25%	Formative internal assessment (IA4 EA Trial): • Examination — combination response	25%

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

Summative assessments

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

BSB20115 Certificate II in Workplace Skills

Registered Training Organisation Provider Number: 30406
*correct at time of printing

Certificate II in Workplace Skill is a nationally recognised qualification studied over two years. This study area specification is designed to provide an understanding of the world of business in both public and private sectors. Students have the opportunity to understand issues associated with workplace culture and practices, and develop the skills, processes and attitudes crucial for making valid decisions.

Skills implicit in business and personal effectiveness include working in teams, demonstrating effective communication, organisational and interpersonal skills, as well as using a range of technologies. These skills are required to be performed with accuracy, a concern for quality, and a commitment to achieving goals and objectives.

Students may complete some tasks in a simulated business environment. This allows students the opportunity to gain the skills and knowledge required to work within the industry.

Pathways

The learning experiences of this course are conducted within simulated and/or real business simulations and create opportunities for the modelling and practice of business language and procedures. Learning experiences may include:

- simulations involving business procedures
- using equipment available within the school
- using a variety of computer software
- participating in small group workshops
- role-plays
- debates and discussions

Competencies

BSBCMM201	Communicate in the workplace
BSBCUS201	Deliver a service to customers
BSBIND201	Work effectively in a business environment
BSBINM201	Process and maintain workplace information
BSBINM202	Handle mail
BSBITU201	Produce simple word-processed documents
BSBITU202	Create and use spreadsheets
BSBITU211	Produce simple word-processed documents
BSBITU212	Create and use spreadsheets
BSBITU213	Use digital technologies to communicate remotely
BSBWHS201	Contribute to health and safety of self and others
BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others
BSBWOR204	Use business technology

Other Mandatory Requirements

- USB

Assessment

Assessment techniques may include: observation of performance, practical office tasks (production of documents), written tasks (correspondence, reports), interactive quizzes, internet research activities, procedural applications, financial projects. Within this approach, students will undertake competency-based assessment towards the achievement of the selected certificate. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, to the standard of performance required in the workplace.

IMPORTANT

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BSB30120 Certificate III in Business

Registered Training Organisation Provider Number: 31981
*correct at time of printing

Certificate III in Business equips students with entry level knowledge and practical business skills required to start their career journey in business and administration services. The course provides an ideal foundation for individuals to offer professional business services across a range of industries.

Skills covered include critical thinking, supporting your own personal wellbeing in the workplace and inclusive and sustainable work practices.

The Skills and Qualities needed to be successful in this subject:

Whether you want to work in the business sector or choose to change industries, business skills are needed in every industry. Skills obtained in this subject will provide you with the confidence to take on your career goals.

Classes are structured around business principles and behaviours and students are expected to take a business-like approach to their learning and development. Students will need to have good time management and organisational skills.

Pathways

The Certificate III in Business allows for a pathway into the Certificate IV, Diploma or Bachelor of Business at University, with some universities possibly offering credits.
Students may also choose to seek part-time or full-time employment in a business environment in roles such as Office assistant, accounts payable clerk or administration assistant upon completion of Year 12.

Competencies

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
BSBPEF201 Support personal wellbeing in the workplace
BSBOPS304 Deliver and monitor a service to customers
SIRXPDK001 Advise on products and services
BSBOPS305 Process customer complaints
BSBTEC302 Design and produce spreadsheets
BSBTEC301 Design and produce business documents
BSBPEF301 Organise personal work priorities
BSBPEF302 Develop self-awareness

Other Mandatory Requirements
The Certificate III is completed over 12 or 18 months. Costs provided on application). Payment plans are available. Students must be aged 15 years or above, and be a current Australian or NZ Citizen.

Assessment

All assessments are online, using an online portal, must have access to the internet.
• You will be given tasks to complete on a weekly basis.
• Must be taken seriously – pathway to University.
• Complete your assessments by the due date.
• You will be given three opportunities to complete your assessment. If unable to do this, you will need to re-enrol in this unit and pay the applicable fees.

IMPORTANT

This document is to be read in conjunction with Mount Gravatt SHS VET Student Handbook and Policies and procedures. The handbook sets out the services and training products Mount Gravatt SHS (RTO #30406) provides and those services carried out by the RTO.

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BSB50215 Diploma of Business

Registered Training Organisation Provider Number: 31981
*correct at time of printing

The Diploma of Business program involves completion of a nationally accredited qualification. Students will develop skills for middle management in business/office/administration environments. The Diploma of Business program will provide a broad understanding of contemporary business practices.

Aim of the Course?

• To develop knowledge regarding the management skills required to work in a business environment.
• To build practical skills and knowledge that may lead to employment in a business setting.
• To gain experience in workplaces that reflect the concepts covered in the program.

The Skills and Qualities needed to be successful in this Subject:

Students must be prepared to engage, contribute and participate during all classes and model the behaviours expected in a business environment. Classes are structured around business principles and behaviours and students are expected to take a business-like approach to their learning and development/ students will need to have good time management skills and be able to write academically. This course is similar to a first-year university program and therefore students should be prepared for rigorous assessment.

Pathways

The Diploma of Business also acts as a pathway to studying Business at University, with some universities possibly offering credits dependent on the course chosen and units completed within

the Diploma. Students may also choose to seek part-time or full-time employment in a business environment upon completion of Year 12.

Prestige have Articulation Agreements with:
• Griffith University
• Southern Cross University
• Southern Queensland University

Competencies

BSBWOR501 Manage work priorities & professional development
BSBADM502 Manage meetings
BSBMKG501 Identify and evaluate marketing opportunities
BSBMGT516 Facilitate continuous improvement
BSBHRM506 Manage recruitment, selection and Induction process
BSBFIM501 Manage budgets & financial plans
BSBADM506 Manage business document design & development
BSBPMG522 Undertake project work

Other Mandatory Requirements

The Diploma of Business runs over an 18-month period, cost provided on application. (The same qualification at TAFE is currently over $5000). Payment plans are available. Students must be aged 15 years or above, and be a current Australian or NZ Citizen.

Assessment

All assessments are online, using an online portal, must have access to the internet.
• Your study period is an opportunity to complete your assessment tasks.
• You will be given tasks to complete on a weekly basis.
• Must be taken seriously – pathway to University.
• Complete your assessments by the due date.
• You will be given three opportunities to complete your assessment. If unable to do this, you will need to re-enrol in this unit and pay the applicable fees.

Design
General senior subject

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.

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- A4 exercise book, HB pencil with eraser, ruler
- School laptop device for home work

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination — design challenge	15%	Formative internal assessment 3 (IA3): • Project	25%
Formative internal assessment 2 (IA2): • Project	35%	Formative internal assessment (EA): • Examination — design challenge	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions
General senior subject

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

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

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes

- symbolise and explain information, ideas and interrelationships

- analyse problems and information

- determine solution requirements and criteria

- synthesise information and ideas to determine possible digital solutions

- generate components of the digital solution

- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Formative internal assessment 3 (IA3): • Project — folio	25%
Formative internal assessment 2 (IA2): • Project — digital solution	30%	Formative internal assessment (EA): • Examination	25%

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

Summative assessments

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

Building & Construction Skills
Applied senior subject

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

- describe industry practices in construction tasks

- demonstrate fundamental construction skills

- interpret drawings and technical information

- analyse construction tasks to organise materials and resources

- select and apply construction skills and procedures in construction tasks

- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt construction processes

- create structures from specifications

- evaluate industry practices, construction processes and structures, and make recommendations.

Other Mandatory Requirements

- Each student will be required to wear the personal protective equipment. This can be purchased from the uniform shop. PPE consists of safety glasses and an apron. This is compulsory.

- A4 exercise book, HB pencil with eraser

- Students may from time to time be required to source specific materials, which enhances their work. This is developed through the guidance of the classroom teacher.

Structure

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Construction processes	Carpentry plus at least two other electives: • Bricklaying • Concreting • Landscaping • Plastering and painting • Tiling.

Assessment

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

- at least two projects

- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

A project consists of a product component and at least one of the following components:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  – non-presentation: 8 A4 pages max (or equivalent)
  – presentation: 3–6 minutes
• product: continous class time.
	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes
		• 50–250 words per item

Engineering Skills
Applied senior subject

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills

- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Other Mandatory Requirements

- Each student will be required to wear the personal protective equipment. This can be purchased from the uniform shop. PPE consists of safety glasses and an apron. This is compulsory.
- A4 exercise book, HB pencil with eraser
- Students may from time to time be required to source specific materials which enhances their work. This is developed through the guidance of the classroom teacher.

Structure

The Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Production processes	• Fitting and machining • Sheet metal working • Welding and fabrication

Assessment

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

- at least two projects

- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

A project consists of a product component and at least one of the following components:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  – non-presentation: 8 A4 pages max (or equivalent)
  – presentation: 3–6 minutes
• product: continous class time.
	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes
		• 50–250 words per item

Furnishing Skills
Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

- describe industry practices in manufacturing tasks

- demonstrate fundamental production skills

- interpret drawings and technical information

- analyse manufacturing tasks to organise materials and resources

- select and apply production skills and procedures in manufacturing tasks

- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt production processes

- create products from specifications

- evaluate industry practices, production processes and products, and make recommendations.

Other Mandatory Requirements

- Each student will be required to wear the personal protective equipment. This can be purchased from the uniform shop. PPE consists of safety glasses and an apron. This is compulsory.

- A4 exercise book, HB pencil with eraser

- Students may from time to time be required to source specific materials which enhances their work. This is developed through the guidance of the classroom teacher.

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Production processes	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery

Assessment

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

- at least two projects

- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

A project consists of a product component and at least one of the following components:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  – non-presentation: 8 A4 pages max (or equivalent)
  – presentation: 3-6 minutes
• product: continous class time.
	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes
		• 50–250 words per item

Hospitality Practices
Applied senior subject

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

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

Pathways

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

Objectives

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

- explain concepts and ideas from the food and beverage sector

- describe procedures in hospitality contexts from the food and beverage sector

- examine concepts and ideas and procedures related to industry practices from the food and beverage sector

- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers

- use language conventions and features to communicate ideas and information for specific purposes.

- plan, implement and justify decisions for events in hospitality contexts

- ritique plans for, and implementation of, events in hospitality contexts

- evaluate industry practices from the food and beverage sector.

Other Mandatory Requirements

- Students require a willingness to give up own personal time for preparation of functions. Students must be prepared for the emphasis on industrial practical cookery (it is not take-home food cookery) and in most weeks will be expected to supply ingredients for practical work.

- Students will be expected to participate and assist in specific school functions throughout the year as a part of their practical assessment.

- Some personal cookery equipment e.g. take-home containers, standard baking tray, cheese cake tin, carry bags, tea towels. Catering events uniform: black pants or skirt, white shirt, black bow tie.

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

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

- at least two projects
- at least one investigation or an extended response.

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.
A project consists of a product and performance component and one other component from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Industrial Graphics Skills
Applied senior subject

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

- describe industry practices in drafting and modelling tasks

- demonstrate fundamental drawing skills

- interpret drawings and technical information

- analyse drafting tasks to organise information

- select and apply drawing skills and procedures in drafting tasks

- use language conventions and features to communicate for particular purposes

- construct models from drawings

- create technical drawings from industry requirements

- evaluate industry practices, drafting processes and drawings, and make recommendations.

Other Mandatory Requirements

- A4 exercise book, HB pencil with eraser, ruler
- School laptop device for home work

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Drafting processes	• Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

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

• at least two projects

• at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

A project consists of a technical drawing (which incldues a model) component and at least one of the following components:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal
  – non-presentation: 8 A4 pages max (or equivalent)
  – presentation: 3-6 minutes
• product: continous class time.
	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes
		• 50–250 words per item

Information & Communication Technology
Applied senior subject

Information & 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.

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	
• Hardware • Software • ICT in society	• Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production	• Network fundamentals • Online communication • Website production

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.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes

AVI30316 Certificate III in Aviation

Registered Training Organisation Provider Number: 30770
*Correct at time of printing

This Certificate course is for individuals wishing to operate remotely piloted aircraft systems (RPAS) within visual line of sight (VLOS), below 400 feet above ground level (AGL), in day visual meteorological conditions (VMC), outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas.

Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments.

This qualification forms some of the requirements for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3 Certification of UAV controllers.

Civil and military personnel seeking certification as remote pilots should check requirements with CASA. Use for Defence Aviation is to be in accordance with relevant Defence Orders, Instructions, Publications and Regulations.

Pathways

Upon successful completion of the course AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight), there are a number of career pathways lending on from this qualification including aerial photography, aerial surveying, map appreciation, community safety, and specialist civil and military surveillance.

Competencies

AVIE0001	Operate aeronautical radio
AVIF0013	Manage human factors in remote pilot aircraft systems operations
AVIF3023	Apply regulations and policies during remote pilot aircraft systems operations
AVIH3019	Navigate remote pilot aircraft systems
AVIK3002	Use infotechnology devices in an aviation workplace
AVIW3037	Manage remote pilot aircraft systems pre- and post-flight actions
AVIW3038	Operate and manage remote pilot aircraft systems
AVIY3073	Control remote pilot aircraft systems on the ground
AVIY3074	Launch remote pilot aircraft systems
AVIY3075	Control remote pilot aircraft systems in normal flight
AVIY3076	Recover remote pilot aircraft systems
AVIY3077	Manage remote pilot aircraft systems in abnormal flight situations
AVIY3078	Manage remote pilot aircraft systems energy source requirements
AVIZ3052	Apply situational awareness in remote pilot aircraft systems operations

Assessment

- Observation/Demonstration
- Oral Questioning
- Written
- Practical in-flight training
- Simulator training

ICT30118 Certificate III in Information, Digital Media and Technology

Registered Training Organisation Provider Number: TBA
*Correct at time of printing

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Pathways

Possible job titles include:

- office assistant
- records assistant
- junior office support
- customer service representative
- helpdesk officer/technician
- sales support technician

Competencies

BSBSUS401	Implement and monitor environmentally sustainable work practices
BSBWHS304	Participate effectively in WHS communication and consultation processes
ICTICT202	Work and communicate effectively in an ICT environment
ICTICT301	Create user documentation
ICTICT302	Install and optimise operating system software
ICTSAS308	Run standard diagnostic tests
IBSBEBU401	Review and maintain a website

ICTWEB201	Use social media tools for collaboration and engagement
ICTWEB302	Build simple websites using commercial programs
ICTWEB303	Produce digital images for the web components
CUAANM302	Create 3D digital animations
ICTGAM303	Review and apply the principles of animation
CUADIG301	Prepare video assets
ICPDMT346	Incorporate video into multimedia presentations
ICTICT409	Develop macros and templates for clients using standard products
ICTICT203	Operate application software packages

Assessment

The emphasis will be on using ICTs to solve real life problems. Assessment is of an on-going nature and consists primarily of project work completed in class.

IMPORTANT

This document is to be read in conjunction with Mount Gravatt SHS VET Student Handbook and Policies and procedures. The Handbook sets out the services and training products Mount Gravatt SHS (RTO #30406) provides and those services carried out by the RTO.

To access Mount Gravatt's Student VET Handbook, visit:
https://mtgravattshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx

Health

General senior subject

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

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

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

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

Pathways

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

Objectives

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

recognise and describe information about health-related topics and issues

comprehend and use health approaches and frameworks

analyse and interpret information about health-related topics and issues

critique information to distinguish determinants that influence health status

organise information for particular purposes

investigate and synthesise information to develop action strategies

 evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion

make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Pre-Requisite(s)

B in Year 10 English and B in Year 10 Core HPE.   As this course is theoretical in nature, it is advisable for students to have an interest in this area and the health issues surrounding personal, peer, family and community health.

Other Mandatory Requirements

A4 exercise book, USB, 20-sleeve display book

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Investigation — action research	25%	Formative internal assessment 3 (FIA3): • Investigation —analytical exposition	25%
Formative internal assessment 2 (FIA2): • Examination — extended response	25%	Formative internal assessment (FIA4): • Examination	25%

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

Summative assessments

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

Physical Education
General senior subject

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

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, 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.

Pre-Requisite(s)

C in Year 10 English and B in Year 10 Core HPE. As this course is physical in nature, it is advisable for students to have an interest in this area and be able to participate fully in the designated physical activities.

Other Mandatory Requirements

- A4 exercise book, USB
- Physical Education has a theory component and students will require a notebook, writing equipment and a laptop. Fees for outside venues may be incurred.

Structure

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Project — folio	25%	Formative internal assessment 3 (FIA3): • Project — folio	30%
Formative internal assessment 2 (FIA2): • Investigation — report	20%	Formative internal assessment (F1A4): • Examination — combination response	25%

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

Summative assessments

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

Sport & Recreation
Applied senior subject

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

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

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

Pathways

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

Objectives

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

Pre-Requisite(s)

C in Year 10 HPE and an interest in being physically active and an enjoyment of outdoor pursuits.

Other Mandatory Requirements

- A4 exercise book, USB

- Physical Education has a theory component and students will require a notebook, writing equipment and a laptop. Fees for outside venues may be incurred.

Structure

The Sport & Recreation course is designed around core and elective topics.

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

Assessment

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

- one project (annotated records of the performance is also required)

- one investigation, extended response or examination.

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

* Evidence must include annotated records that clearly identify the application of standards to performance.

SIS30321 Certificate III in Fitness

Registered Training Organisation Provider Number: 31319
*Correct at time of printing

SIS30321 Certificate III in Fitness is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

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

Entry Requirements

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

Language, Literacy and Numeracy Skills

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

This program also includes the following:

● First Aid qualification and CPR certificate

● A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of 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 fitness facility

Evidence contributing towards competency will be collected throughout the course.

Course Outline

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients.

Course Schedule – Year 1

- The Sport, Fitness and Recreation Industry
- Developing Coaching Practices
- Delivery of Community Fitness Programs
- First Aid & CPR Certificate
- Anatomy and Physiology – Body Systems, Terminology
- Client Screening and Health Assessments
- Plan and Deliver Exercise Programs

Course Schedule – Year 2

- Anatomy & Physiology – Digestive System & Energy Systems
- Nutrition – Providing Healthy Eating Information
- Specific Populations – Training Older Clients, Client Conditions
- Training Other Specific Population Clients
- Community Fitness Programs

Finalisation of qualification: SIS30321 Certificate III in Fitness

Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit
https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

Cost (approx.)

- $365.00 = Binnacle Training Fee
- Including First Aid Certificate costs
- Excursions to other outside venues to participate in and to conduct fitness activities. (tbc)

Program Disclosure Statement

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

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

Biology
General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Pre-Requisite(s)

C in Year 10 English and Science

Completion of Year 10 Science Extension 1 is highly recommended (but not essential)

Other Mandatory Requirements

Students will be expected to participate in biological field work during the course.

- 1x128 page A4 exercise book, 2 packets of index cards and scientific calculator.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Data test	10%	Formative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 2 (IA2): • Student experiment	20%		
Formative internal assessment (EA): 50% • Examination			

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Chemistry
General senior subject

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.

Pre-Requisite(s)

C in Year 10 English and Science

It is advisable that students have completed Year 10 Science Extension 1

Other Mandatory Requirements

- 1x128 page A4 exercise book and scientific calculator

Structure

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

Assessment

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

Formative assessments

Unit 3		Unit 4	
Formative internal assessment 1 (IA1): • Data test	10%	Formative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 2 (IA2): • Student experiment	20%		
Formative internal assessment (EA): 50% • Examination			

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Physics
General senior subject

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 natter 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.

Pre-Requisite(s)

C in Year 10 English and Core Science

Completion of Years 10 Science Extension 2 is highly recommended (but not essential)

Other Mandatory Requirements

1x128 page A4 exercise book and scientific calculator

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Data test	10%	Formative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 2 (IA2): • Student experiment	20%		
Formative internal assessment (EA): 50% • Examination			

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Psychology
General senior subject

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 lastly, the contribution of emotion and motivation on the 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 skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

Psychology 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 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

- communicate understandings, findings, arguments and conclusions.

Pre-Requisite(s)

C in Year 10 English and Core Science

Completion of Years 10 Science Extension 2 is highly recommended (but not essential)

Other Mandatory Requirements

1x128 page A4 exercise book, 2 packets of index cards and scientific calculator

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual Behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and Motivation	**Individual** Thinking • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Data test	10%	Formative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 2 (IA2): • Student experiment	20%		
Formative internal assessment (EA): 50% • Examination			

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Japanese
General senior subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences

- identify tone, purpose, context and audience to infer meaning, values and attitudes

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives

- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions

- structure, sequence and synthesise information to justify opinions, ideas and perspectives

- use strategies to maintain communication and exchange meaning in Japanese.

Pre-Requisite(s)

Students who choose Japanese at Year 11 level, should have achieved at least a C level in both Japanese and English in Year 10, or a minimum B level in English if they have not studied Japanese in Year 10.

Japanese background speakers that did not achieve a C level in English will also be considered as they are expected to develop sufficient fluency with the English translation tasks over the 2-year course.

Other Mandatory Requirements

- 1 x A4 binder notebook, 1 x ring-binder folder and plastic sleeves, headphones or ear buds.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers and friends • Lifestyle and leisure • Education	私達のまわり **Exploring our world** • Travel • Technology and media • The contribution of Japanese culture to the world	私達の社会 **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	私の将来 **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Examination — short response	15%	Formative internal assessment 3 (IA3): • Extended response	30%
Formative internal assessment 2 (IA2): • Examination — combination response	30%	Formative internal assessment (EA): • Examination — combination response	25%

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Dance
General senior subject

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, 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 dance concepts and skills

- apply literacy skills

- organise and apply the dance concepts

- analyse and interpret dance concepts and skills

- apply technical skills

- realise meaning through expressive skills

- create dance to communicate meaning

Pre-Requisite(s)

C in Year 10 English - Dance experience is an advantage and willingness to perform in front of class and in public. Please note that the bulk of the course relies on contemporary style.

Other Mandatory Requirements

Students need to have apparel for class that allows freedom of movement:
- girls – black singlet and black leggings/tights
- boys – black t-shirt and black tracksuit pants
- must have black jazz shoes

Structure

Unit 1	Unit 2	Unit 3	Unit 4

Moving bodies
How does dance communicate meaning for different purposes and in different contexts?
• Genres:
  – Contemporary
  – at least one other genre
• Subject matter:
  – meaning, purpose and context
  – historical and cultural origins of focus genres
	Moving through environments
	How does the integration of the environment shape dance to communicate meaning?
	• Genres:
	  – Contemporary
	  – at least one other genre
	• Subject matter:
	  – physical dance environments including site-specific dance
	  – virtual dance environments
		Moving statements
		How is dance used to communicate viewpoints?
		• Genres:
		  – Contemporary
		  – at least one other genre
		• Subject matter:
		  – social, political and cultural influences on dance
			Moving my way
			How does dance communicate meaning for me?
			• Genres:
			  – fusion of movement styles
			• Subject matter:
			  – developing a personal movement style
			  – personal viewpoints and influences on genre

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Performance	20%	Formative internal assessment 3 (IA3): • Project — dance work	35%
Formative internal assessment 2 (IA2): • Choreography	20%		
Formative internal assessment (EA): 25% • Examination — extended response			

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Drama
General senior subject

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. 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 inherited traditions, current practices 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.

Pre-Requisite(s)

C in Year 10 English - Imagination, willingness to perform in front of class and in public (solo/pair/group), and ability to work with others. Study of Drama in Years 9 and 10 is highly desirable.

Other Mandatory Requirements

Students will be required to provide their own costume and props for performances.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Performance	20%	Formative internal assessment 3 (IA3): • Project — practice-led project	35%
Formative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Formative internal assessment (EA): 25% • Examination — extended response			

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Drama in Practice
Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

In Drama in Practice, students explore and engage with two core topics of study — 'Dramatic principles' and 'Dramatic practices' — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With

additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue

manager or marketing and promotions manager.

Objectives

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

Assessment

Students will complete the following assessments in Units 1-2, and again in Units 3-4:

- project
- performance
- product
- extended response
- investigation

Film, Television & New Media
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Pre-Requisite(s)

C in Year 10 English

Other Mandatory Requirements

- 1 x 64-page A4 exercise book and a 32GB SD Card
- Students will be asked to film in their own time to complete assessment tasks and may present their completed tasks at various school functions (Performing Arts Nights, Open Day etc.)
- Whilst equipment is supplied to all film and media students by the school, booking scheduling and requirements can impact on the student's time management and creative freedom. As such, we recommend the students look in to acquiring their own equipment.

Structure

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

Assessment

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

Formative assessments

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

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

Media Arts in Practice
Applied senior subject

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media art-making processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

Students of Media Arts in Practice develop knowledge, understanding and skills from three core topics — 'Media technologies', 'Media communications' and 'Media in society'. These core topics are embedded in, and explored through, electives that provide the flexibility to accommodate current and emerging technologies and the diverse interests and abilities of students.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices. They are given the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

Objectives

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

- identify and explain media art-making processes

- interpret information about media arts concepts and ideas for particular purposes

- demonstrate practical skills, techniques and technologies required for media arts

- organise and apply media art-making processes, concepts and ideas

- analyse problems within media arts contexts

- use language conventions and features to communicate ideas and information about media arts, according to context and purpose

- plan and modify media artworks using media art-making processes to achieve purposes

- create media arts communications that convey meaning to audiences

- evaluate media art-making processes and media artwork concepts and ideas

Structure

The Media Arts in Practice course is designed around core topics:

Core topics			
	Core Topic 1: **Media Technologies**	**Core Topic 2:** **Media Communications**	**Core Topic 3:** **Media in Society**
Concepts and ideas	• Hardware (C1.1) • Software (C1.2) • Media arts techniques (C1.3)	• Contexts and audiences (C2.1) • Purposes (C2.2) • Ideas (C2.3)	• Safety practices (C3.1) • Ethical considerations (C3.2) • Emerging technologies (C3.3) • Careers (C3.4)

Assessment

Students will complete the following assessments in Units 1-2, and again in Units 3-4:

- project
- product
- extended response
- investigation

Music
General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- demonstrate technical skills

- explain music elements and concepts

- use music elements and concepts

- analyse music

- apply compositional devices

- apply literacy skills

- interpret music elements and concepts

- evaluate music to justify the use of music elements and concepts

- realise music ideas

Pre-Requisite(s)

- C in Year 10 English

- Completion of Years 8, 9 and 10 Music is highly recommended (but not essential)

- Tuition in an instrument of own choice (vocal and/or instrumental)

Other Mandatory Requirements

- Large exercise book including manuscript paper, 20-page display folder, (for sheet music)

- USB (at least 16GB)

- headphones, adapter to connect phone to laptop

-

- students may be asked to attend various performances in their own time as part of their assessment and/or learning experiences

- students may be asked to perform at various school functions (Performing Arts Nights, Open Days, lunch time concerts etc.

Structure

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

Assessment

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

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): • Performance	20%	Formative internal assessment 3 (IA3): • Integrated project	35%
Formative internal assessment 2 (IA2): • Composition	20%		
Formative internal assessment (EA): 25% • Examination			

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

Summative assessments

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

Music Extension (Composition)

General senior subject

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Music Extension (Performance)

General senior subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art
General senior subject

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 complex 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.

Pre-Requisite(s)

C in Year 10 English - Whilst it is an advantage to have studied Art in Year 9 and 10, it is not essential. An interest in Art is essential

Other Mandatory Requirements

- 2 x 2B and 2 x HB pencils, eraser – soft plastic, 1 x 30cm ruler, A4 visual art diary, 1 x USB

Structure

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

Assessment

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

Formative assessments

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

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

Summative assessments

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

Visual Arts in Practice
Applied senior subject

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

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

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

Pathways

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

Objectives

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

- recall terminology and explain art-making processes

- interpret information about concepts and ideas for a purpose

- demonstrate art-making processes required for visual artworks

- apply art-making processes, concepts and ideas

- analyse visual art-making processes for particular purposes

- use language conventions and features to achieve particular purposes

- generate plans and ideas and make decisions

- create communications that convey meaning to audiences

- evaluate art-making processes, concepts and ideas

Structure

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

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

Assessment

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

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

A project consists of:
• a product component: variable conditions
• at least one different component from the following
  – written: 500–900 words
  – spoken: 2½–3½ minutes
  – multimodal
    ▪ non-presentation: 8 A4 pages max (or equivalent)
    ▪ presentation: 3–6 minutes.
	• variable conditions	Presented in one of the following modes:
		• written: 600–1000 words
		• spoken: 3–4 minutes
		• multimodal
		  – non-presentation: 10 A4 pages max (or equivalent)
		  – presentation: 4–7 minutes.
			Presented in one of the following modes:
			• written: 600–1000 words
			• spoken: 3–4 minutes
			• multimodal
			  – non-presentation:
			  – 10 A4 pages max (or equivalent)
			  – presentation: 4–7 minutes.