

# **MABEL PARK STATE HIGH SCHOOL**

## **SENIOR SUBJECT GUIDE**



**2024**

**SUBJECT OFFERINGS**

# Principals Report

Dear Parents and Students

Our school aims for students, teachers and parents to work together to provide a wide range of learning experiences for all students. We offer a diverse range of senior curriculum offerings, General and Applied syllabus subjects, cooperative TAFE programs, school-based traineeships and apprenticeships, structured workplace learning and QCS preparatory courses. Alongside these curriculum offerings we have specialist support staff and some specialist classes for students with verified disabilities, and an excellent career advisory program.

Finding the balance between study, work and your social life is an important skill you must now master. Your senior studies are the bridge between adolescence and pursuing your career choice in adult life. Focussing on your studies and doing your best will set you up in your future life. Successful senior education requires responsibility, self-discipline, commitment and a desire to achieve your personal best. It is a requirement to study a subject offered in Senior that you pass that subject in Year 10. This rule can only be overturned through parents having an interview with one of the Administration team.

Students when making the choice of subjects I encourage you to consider your ability, your achievement in Year 10, your future career goals and your level of interest in a subject before you make your choice. Your choice should be guided by a blend of interest, vocational direction and general education.

The purpose of this booklet is to help guide you and your family through Year 11 and 12 subject selection. It will provide you with detailed information on all Queensland Curriculum and Assessment Authority (QCAA) senior subjects offered at our school. Please utilise this very helpful resource to ensure your decisions are appropriate for your future pathways.

My very best wishes with your subject choices. Teachers will be able to assist you and your parents in making the wisest choice. If you have questions, please do not hesitate to ask for assistance. We look forward to welcoming you to the senior school.

Regards

Trent Cowley

Executive Principal

Mabel Park State High School

# Who's Who at Mabel Park SHS

Executive Principal

Associate Principal

Deputy Principal

Trent Cowley

Laura Corr-Clements

Samuel Pollack (Year 11 & 12)

Nancy Bajwa (Year 10)

Brett Beaven (Year 9)

Sally Goodfellow (Year 7 & 8)

Heads of Department (HOD)

HOD Creative Industries

HOD English

HOD Humanities

HOD Technology

HOD Health and Physical Education

HOD Mathematics and Science

Michael Leyman

Leighton Davis

Amy Heymer

Cassandra Harradine

Phillip Hayton

Stacy King (Junior)

Freya Feppesen (Senior)

HOD Training and Employment

James Mar

HOD Inclusive Learning

Claire Caple

HOD Student Engagement

Caysha Renton (Year 7 & 8)

Judith Fuata (Year 9 & 10)

Emily Hingst (Year 11 & 12)

HOD Senior Schooling

Amy Sierant

Monique Colless

HOD Junior Secondary and E-Learning

Veronica Paznikov

HOD Teaching and Learning

Jessica Nicholson

HOD Community and Culture, International

Jodie Silao

Support Staff

Guidance Officers

Melissa Davila (Year 7 & 8)

Kerry Candy (Year 9 & 10)

Tom Corr-Clements (Year 11 & 12)

Business Manager

Amanda Walsh

Industry Liaison Officer

Deb Bott (Year 10 & 11)

Transitions Coordinator

Tracey Crossman (Year 12 & beyond)

# Choosing Subjects at Mabel Park SHS

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

## Plan

As a plan, it is suggested that you choose subjects:

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

## Guidelines

### Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you.

The following are some examples of available resources which give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Australia's National Career Information Service, called *myfuture*, can be accessed at:  
[www.myfuture.edu.au](http://www.myfuture.edu.au)

The *Jobguide* book which can also be accessed from the Jobguide website at:  
[www.joboutlook.gov.au](http://www.joboutlook.gov.au)

<https://mabelparkshs.eq.edu.au/curriculum/vocational-education> - go to the section titled MPSHS Careers to research various careers

### Find out about the subjects offered by your school

There are 3 types – General, Applied and Vocational Education and Training (VET) Subjects.

### Check out each subject fully

Read the attached subject summaries, pre-requisites and costs involved to ensure you have made an informed choice.

Take these steps to ensure you understand the content and requirements of each subject:

- Talk to Heads of Department and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.

- Check subject pre-requisites.
- Fully understand the requirements of the subject assignments, exams, trips, camps etc.

## Choose a combination of subjects that suit your needs and abilities

### Be prepared to ask for help

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to: teachers, head of departments, guidance officer, deputy principals and principals. Don't be afraid to seek their assistance. They are all prepared to help.

**Please note:**

Not all subjects listed in this book may be offered. Subject offerings depend on student numbers. The school reserves the right to change subject offerings. Students will be advised when final subject / timetable programs have been made. The school encourages all students to talk with staff and the Guidance Officer about subject selection.

## School Based Apprenticeships and Traineeships

School based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school. Students can commence their career path by combining school, paid work and off the job training.

The students may attend school three or four days per week, work one day and do off the job training (not paid) with a Registered Training Organisation. These arrangements can be modified to suit the needs of the student and the employer. On completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies that are completed prior to leaving at the end of Year 12 can be recorded on the student's Queensland Certificate of Education.

## Structured Workplace Learning

Structured Workplace Learning is not paid work. The program provides students with the opportunity to experience the work place in an area that they feel they may be interested in pursuing in the future. The program allows students to explore career paths, gain knowledge, skills and values relevant to the workplace, increase their confidence and make contacts that could lead to future jobs.

Students go out on Structured Workplace Learning one day per week or one week blocks. While at work it is possible to gain credit towards competencies that they are studying at school.

Both programs are coordinated by the Head of Department – Training & Employment, James Mar and all enquiries should be directed to him or the Industry Liaison Officer, Deb Bott. Both Programs can give students credit points towards their Queensland Certificate of Education.

# 2024 Year 11 Subject List

<b>General Syllabus subjects</b>		
If you are considering Tertiary Study, at Mabel we recommend you select 5 general subjects.	<ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander Studies</li> <li>Accounting</li> <li>Ancient History</li> <li>Biology</li> <li>Business</li> <li>Chemistry</li> <li>Drama</li> <li>English</li> <li>English as an Additional Language</li> <li>Geography</li> <li>General Mathematics</li> <li>Legal Studies</li> <li>Mathematical Methods</li> <li>Modern History</li> <li>Music</li> <li>Physical Education</li> <li>Physics</li> <li>Psychology</li> <li>Specialist Mathematics</li> <li>Visual Art</li> </ul>	
<b>Applied Syllabus subjects</b>		
Only one Applied subject can be used toward an ATAR.	<ul style="list-style-type: none"> <li>Agricultural Practices</li> <li>Building and Construction Skills</li> <li>Business Studies</li> <li>Early Childhood Studies</li> <li>Essential English</li> <li>Essential Mathematics</li> <li>Fashion</li> <li>Furnishing Skills</li> <li>Hospitality Practices</li> <li>Industrial Graphic Skills</li> <li>Social and Community Studies</li> <li>Sport and Recreation (Sports Excellence)</li> <li>Tourism</li> </ul>	
<b>Short Courses</b>		
Does not contribute to ATAR	<ul style="list-style-type: none"> <li>Short course in Literacy</li> <li>Short course in Numeracy</li> </ul>	
<b>Vocational Certificates</b>		
<p>Only one Cert III may be used toward an ATAR.</p> <p><i>Some tertiary organisations may accept a VET qualification as a stand alone basis for entry.</i></p>	<ul style="list-style-type: none"> <li>Cert III Dance</li> <li>Cert II Retail Cosmetics – Beauty</li> <li>Cert III Beauty Services</li> <li>Cert II Engineering</li> <li>Cert II Hospitality</li> <li>Cert II Health Support Services</li> <li>Cert II Salon Assistant – Hair</li> <li>Cert III Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Cert I Construction</li> <li>Cert II Retail Services</li> <li>Cert III IT</li> <li>Cert II Active volunteering</li> <li>Cert II Aviation</li> </ul>

# General Syllabus Subjects

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.

Prepare students for tertiary study, further education, training and work. General subjects may contribute up to four credits per subject towards a QCE. They may also contribute to your ATAR.

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.

# Aboriginal & Torres Strait Islander Studies

## General senior subject

General

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. It makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures in a way that informs understanding of the past, present and future.

Aboriginal & Torres Strait Islander Studies takes a holistic approach that explores how people, animals, plants and places are related to each other physically and spiritually. Students come to understand that people have custodial responsibilities that relate to maintaining the natural order of the universe. This enables them to consider how connectedness — of culture, society and history — is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

Students learn through an inquiry approach and develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. They learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, students develop empathy and respect for the ways people think, feel and act, as well as informed awareness of the diversity that exists locally and globally.

## Pathways

A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

## Objectives

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

- define and use terminology
- demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies
- analyse worldviews of Aboriginal peoples and Torres Strait islander peoples
- consider and organise information from sources
- evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate meaning to suit purpose.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Culture, identity and connections</b></p> <p>Students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach. There are no discrete topics in this unit.</p>	<p><b>Continuity, change and influences</b></p> <ul style="list-style-type: none"> <li>• Resistance</li> <li>• Social and political change</li> </ul>	<p><b>Responses and contributions</b></p> <ul style="list-style-type: none"> <li>• Rights and freedoms</li> <li>• Land rights</li> </ul>	<p><b>Moving forward</b></p> <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Reconciliation and recognition</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	NA
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department – Humanities

# Accounting

## General senior subject

General

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, and make 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:

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> <ul style="list-style-type: none"> <li>Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li> <li>End-of-month reporting for a service business — no GST</li> </ul>	<b>Management effectiveness</b> <ul style="list-style-type: none"> <li>Accounting for a trading GST business</li> <li>End-of-year reporting for a trading GST business</li> </ul>	<b>Monitoring a business</b> <ul style="list-style-type: none"> <li>Managing resources for a trading GST business</li> <li>Fully classified financial statement reporting for a trading GST business</li> </ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"> <li>Cash management</li> <li>Complete accounting process for a trading GST business</li> <li>Performance analysis of a public company</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Laptop Scientific calculator
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Senior Mathematics & Science

# Ancient History

## General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, 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 evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

## Structure

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

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
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Specialised equipment required	NA
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Humanities

# Biology

## General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Laptop Scientific calculator
Excursions and/or subject costs	This course will include excursions and a \$25 subject fee to cover experimental materials
Contact	Head of Department - Senior Mathematics & Science



# Business

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	NA
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Junior Secondary & E-Learning

# Chemistry

## General senior subject

General

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

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

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

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

## Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science,

environmental science, engineering, medicine, pharmacy and sports science.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Laptop Scientific calculator
Excursions and/or subject costs	This course will include excursions and a \$25 subject fee to cover experimental materials
Contact	Head of Department - Senior Mathematics & Science

# Drama

## General senior subject

General

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that 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 practice and emerging trends, including those from different cultures and contexts.

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Black shirt Black pants
Excursions and/or subject costs	Each year students are to view one piece of live theatre for assessment purposes. Costs will vary.
Contact	Head of Department - Creative Industries

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	NA
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - English



# English as an Additional Language

## General senior subject

General

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

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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language, text and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to a variety of media and literary texts</li> <li>Creating analytical and persuasive texts</li> </ul>	<b>Perspectives in texts</b> <ul style="list-style-type: none"> <li>Examining and shaping perspectives in texts</li> <li>Responding to literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Issues, ideas and attitudes</b> <ul style="list-style-type: none"> <li>Exploring representations of issues, ideas and attitudes in texts</li> <li>Responding to literary and persuasive texts</li> <li>Creating analytical and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

<b>Eligibility Statement</b>	<p>English as an Additional Language is designed for students for whom English is not their first or home language. These students include:</p> <ul style="list-style-type: none"> <li>Aboriginal students and Torres Strait Islander students for whom Standard Australian English (SAE) is not the first or home language/dialect</li> <li>students who were born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as an additional language</li> <li>those who enter senior schooling with: <ul style="list-style-type: none"> <li>not more than a total of five years of full-time schooling where the medium of instruction is English</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>– more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English</li> <li>– varying exposure to English, but who have had disrupted education in one or more countries, including Australia</li> <li>– some formal language exposure to English, and significant formal education in another language or languages, before arriving in Australia.</li> </ul> <p>Schools are best placed to identify and confirm the eligibility of students undertaking this subject.</p> <p>This syllabus is incompatible with the following English senior syllabuses: English, Literature, English &amp; Literature Extension.</p>
Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Laptop Scientific calculator
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - English

# Geography

## General senior subject

General

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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>Natural hazard zones</li> <li>Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>Responding to challenges facing a place in Australia</li> <li>Managing the challenges facing a megacity</li> </ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>Land cover transformations and climate change</li> <li>Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>Population challenges in Australia</li> <li>Global population change</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	NA
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Humanities

# General Mathematics

## General senior subject

General

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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: Mathematics - B
Specialised equipment required	Laptop Scientific Calculator
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Senior Mathematics & Science

# Legal Studies

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	NA
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Junior Secondary & E-Learning

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

computer science (including electronics and software design), psychology and business.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>Arithmetic and geometric sequences and series 1</li> <li>Functions and graphs</li> <li>Counting and probability</li> <li>Exponential functions 1</li> <li>Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>Exponential functions 2</li> <li>The logarithmic function 1</li> <li>Trigonometric functions 1</li> <li>Introduction to differential calculus</li> <li>Further differentiation and applications 1</li> <li>Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>The logarithmic function 2</li> <li>Further differentiation and applications 2</li> <li>Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>Further differentiation and applications 3</li> <li>Trigonometric functions 2</li> <li>Discrete random variables 2</li> <li>Continuous random variables and the normal distribution</li> <li>Interval estimates for proportions</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: Mathematics - A
Specialised equipment required	Laptop Scientific Calculator
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Senior Mathematics & Science

# Modern History

## General senior subject

General

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• Australian Frontier Wars, 1788–1930s</li><li>• Age of Enlightenment, 1750s–1789</li><li>• Industrial Revolution, 1760s–1890s</li><li>• American Revolution, 1763–1783</li><li>• French Revolution, 1789–1799</li></ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Australian Indigenous rights movement since 1967</li><li>• Independence movement in India, 1857–1947</li><li>• Workers' movement since the 1860s</li><li>• Women's movement since 1893</li><li>• May Fourth Movement in China, 1919</li></ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australia, 1914–1949</li><li>• England, 1756–1837</li><li>• France, 1799–1815</li><li>• New Zealand, 1841–1934</li><li>• Germany, 1914–1945</li><li>• United States of America, 1917–1945</li><li>• Soviet Union, 1920s–1945</li><li>• Japan, 1931–1967</li><li>• China, 1931–1976</li></ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australian engagement with Asia since 1945</li><li>• Search for collective peace and security since 1815</li><li>• Trade and commerce between nations since 1833</li><li>• Mass migrations since 1848</li><li>• Information Age since 1936</li></ul>

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Age of Imperialism, 1848–1914</li> <li>• Meiji Restoration, 1868–1912</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in Algeria, 1945–1962</li> </ul>	<ul style="list-style-type: none"> <li>• Indonesia, 1942–1975</li> <li>• India, 1947–1974</li> <li>• Israel, 1948–1993</li> </ul>	<ul style="list-style-type: none"> <li>• Genocides and ethnic cleansings since the 1930s</li> <li>• Nuclear Age since 1945</li> <li>• Cold War, 1945–1991</li> </ul>
<ul style="list-style-type: none"> <li>• Boxer Rebellion, 1900–1901</li> <li>• Russian Revolution, 1905–1920s</li> <li>• Xinhai Revolution, 1911–1912</li> <li>• Iranian Revolution, 1977–1979</li> <li>• Arab Spring since 2010</li> <li>• Alternative topic for Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> <li>• African-American civil rights movement, 1954–1968</li> <li>• Environmental movement since the 1960s</li> <li>• LGBTIQ civil rights movement since 1969</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>• Alternative topic for Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle for peace in the Middle East since 1948</li> <li>• Cultural globalisation since 1956</li> <li>• Space exploration since 1957</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	NA

Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Humanities

# Music

## General senior subject

General

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 such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

### Objectives

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

- demonstrate technical skills
- explain the use of music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Designs</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p><b>Identities</b></p> <p>Through inquiry learning, the following is explored:</p> <p>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?</p>	<p><b>Innovations</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p><b>Narratives</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	NA
Excursions and/or subject costs	This course will include excursions and/or additional costs
Contact	Head of Department - Creative Industries



# Physical Education

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	High performance or Sport Uniform Sport specific footwear
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Health & Physical Education

# Physics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Laptop Graphics calculator
Excursions and/or subject costs	This course will include a \$25 subject fee for experimental resources. This subject may run a virtual schooling – dependant on enrolment numbers.
Contact	Head of Department - Senior Mathematics & Science

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

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

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

## Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Laptop Scientific calculator
Excursions and/or subject costs	This course will include excursions and a \$25 subject fee to cover experimental materials
Contact	Head of Department - Senior Mathematics & Science

# Specialist Mathematics

## General senior subject

General

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

Specialist Mathematics is designed for students who 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 by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: Mathematics - A
Specialised equipment required	Laptop Graphics calculator
Excursions and/or subject costs	This course may include excursions and will include a \$25 subject fee for resources. This subject may run via virtual schooling – dependant on enrolment numbers.
Contact	Head of Department - Senior Mathematics & Science



# Visual Art

## General senior subject

General

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

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

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

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

## Pathways

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

television, public relations, and science and technology.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as code</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as knowledge</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<p><b>Art as alternate</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Visual diary
Excursions and/or subject costs	\$100 consumable levy per year. Purchase of any specialised material for projects outside of normal expectations. This course may include excursions and/or additional subject costs.
Contact	Head of Department - Creative Industries

# Applied Subject Offerings

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.

They focus on practical skills and prepare students for further education training and work.

Applied and Applied (Essential) syllabuses are four-unit courses of study. One applied subject may also contribute to an ATAR when combined with four general subjects.

# Agricultural Practices

## Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in agricultural science, workplaces and other settings. Learning in Agricultural Practices involves creative and critical reasoning; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Projects and investigations are key features of Agricultural Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike agricultural contexts.

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises

to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations.

## Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

## Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

## Structure

Agricultural Practices is a four-unit course of study. This syllabus contains eight QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production
Unit option D	Water-based animal production
Unit option E	Land-based plant production
Unit option F	Water-based plant production
Unit option G	Animal agribusiness
Unit option H	Plant agribusiness

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Agricultural Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Written: up to 1000 words</li> </ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"> <li>• Product: 1</li> <li>• Performance: up to 4 minutes</li> </ul> <b>Documented process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English: C
Specialised equipment required	Work boots Sun protective clothing
Excursions and/or subject costs	\$125 consumable levy per year
Contact	Head of Department - Senior Mathematics & Science

# Building & Construction Skills

## Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and

select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other 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:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.

## Structure

Building & Construction Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Site preparation and foundations
Unit option B	Framing and cladding
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry
Unit option E	Construction in the commercial building industry
Unit option F	Construction in the civil construction industry

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Building & Construction Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures.	<p><b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes</p> <p><b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>
Project	Students construct a unit context structure and document the construction process.	<p><b>Structure</b> Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes</p> <p><b>Construction process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

## Subject Information

Pre-requisite	NA
Specialised equipment required	Steel cap safety boots Safety glasses
Excursions and/or subject costs	\$150 consumable levy per year
Contact	Head of Department - Technology

# Business Studies

## Applied senior subject

Applied

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important

in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

## Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

## Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.



## Structure

Business Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Business Studies are:

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Project	Students develop a business solution for a scenario about the unit context.	<b>Action plan</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul>

## Subject Information

Pre-requisite	Recommended Academic Achievement Level: English - C
Specialised equipment required	NA
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Junior Secondary & E-Learning

# Early Childhood Studies

## Applied senior subject

Applied

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities

responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

## Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

## Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

## Structure

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	<b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	<b>Play-based learning activity</b> Implementation of activity: up to 5 minutes <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

## Subject Information

Pre-requisite	NA
Specialised equipment required	Blue card
Excursions and/or subject costs	\$100 consumable levy per year
Contact	Head of Department - Technology

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	NA
Specialised equipment required	NA
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - English

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Number</li> <li>• Representing data</li> <li>• Graphs</li> </ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Managing money</li> <li>• Time and motion</li> <li>• Data collection</li> </ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Summarising and comparing data</li> </ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Bivariate graphs</li> <li>• Probability and relative frequencies</li> <li>• Loans and compound interest</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Subject Information

Pre-requisite	NA
Specialised equipment required	Laptop Scientific calculator
Excursions and/or subject costs	This course may include excursions and/or additional costs
Contact	Head of Department - Senior Mathematics & Science

# Fashion

## Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative

learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

## Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.



## Structure

Fashion is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Fashion are:

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	<p><b>Fashion product</b> Product: fashion garment/s</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<p><b>Awareness campaign promoting sustainable fashion practices</b> Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

## Subject Information

Pre-requisite	NA
Specialised equipment required	NA
Excursions and/or subject costs	\$150 consumable levy per year
Contact	Head of Department - Technology

# Furnishing Skills

## Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate

and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other 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:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

## Structure

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Furniture-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	<p><b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes</p> <p><b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>
Project	Students manufacture a product and document the manufacturing process.	<p><b>Product</b> Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes</p> <p><b>Manufacturing process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

## Subject Information

Pre-requisite	NA
Specialised equipment required	Protective clothing – Overalls, Steel capped boots and safety glasses.
Excursions and/or subject costs	\$200 consumable levy per year
Contact	Head of Department - Technology

# Hospitality Practices

## Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to

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

## Pathways

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

## Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## Structure

Hospitality Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

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

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<p><b>Practical demonstration</b> Practical demonstration: menu item</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<p><b>Practical demonstration</b> Practical demonstration: delivery of event</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Investigation	Students investigate and evaluate practices, skills and processes.	<p><b>Investigation and evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Written: up to 1000 words</li> </ul>

## Subject Information

Pre-requisite	NA
Specialised equipment required	NA
Excursions and/or subject costs	\$110 consumable levy per year
Contact	Head of Department - Technology

# Industrial Graphics Skills

## Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn

to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

## 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:

- demonstrate practices, skills and procedures
- interpret client briefs and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and products.

## Structure

Industrial Graphics Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Drafting for residential building
Unit option B	Computer-aided manufacturing
Unit option C	Computer-aided drafting — modelling
Unit option D	Graphics for the construction industry
Unit option E	Graphics for the engineering industry
Unit option F	Graphics for the furnishing industry

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Graphics Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	<b>Practical demonstration</b> Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes <b>Documentation</b> Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	<b>Product</b> Product: the drawing skills and procedures used in 5–7 drawing production processes <b>Drawing process</b> Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

## Subject Information

Pre-requisite	NA
Specialised equipment required	NA
Excursions and/or subject costs	\$50 consumable levy per year
Contact	Head of Department - Technology

# Social & Community Studies

## Applied senior subject

Applied

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills

to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

## Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

## Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.



## Structure

Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p><b>Item of communication</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 800 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>

## Subject Information

Pre-requisite	Recommended academic achievement level: English - C
Specialised equipment required	NA.
Excursions and/or subject costs	This course may include excursions and / or additional costs
Contact	Head of Department - Humanities

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and

rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

## 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:

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

## Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Performance</b> Performance: up to 4 minutes</p> <p><b>Investigation, plan and evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p><b>Investigation and session plan</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Performance</b> Performance: up to 4 minutes</p>

		<p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
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## Subject Information

Pre-requisite	Recommended academic achievement level: English - C
Specialised equipment required	Sport specific footwear
Excursions and/or subject costs	This course may include excursions and / or additional costs
Contact	Head of Department - Health & Physical Education

# Tourism

## Applied senior subject

Applied

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social,

environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

## 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:

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

## Structure

Tourism is a four-unit course of study. This syllabus contains five QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Tourism are:

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Project	Students develop a traveller information package for an international tourism destination.	<p><b>Product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>

## Subject Information

Pre-requisite	Recommended academic achievement level: English - C
Specialised equipment required	NA.
Excursions and/or subject costs	This course may include excursions and / or additional costs
Contact	Head of Department - Humanities

## **Short Courses**

Short Courses are one-unit courses of study that are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF)



Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

## Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general

employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

## Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

## Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — written (Internal assessment 1A)</li> <li>• a student learning journal (Internal assessment 1B).</li> </ul>	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — short response (Internal assessment 2A)</li> <li>• a reading comprehension task (Internal assessment 2B).</li> </ul>



Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

### Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services.

Students will 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 and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

### Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — oral mathematical presentation (Internal assessment 1A)</li> <li>• a student learning journal (Internal assessment 1B).</li> </ul>	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an examination — short response (Internal assessment 2A)</li> <li>• a student learning journal (Internal assessment 2B).</li> </ul>

# Vocational Education and Training (VET) Courses

## What is VET?

The term Vocational Education and Training (VET) covers a range of work experiences and training activities within the senior secondary school curriculum. Vocational Education and Training (VET) courses develop knowledge and skills for specific workplaces. The objective of VET courses is to give students experience in the workplace, broaden post-schooling options and to prepare them for the transition between school and either work or further study options.

All vocational courses contain units of competency from National Training Packages. By successfully completing VET units of competency, students will gain nationally accredited work skills that allow them to enter the workforce and/or move onto further vocational or academic studies. Qualifications and Statements of Attainment are recognised with the Australian Quality Training Framework (AQTF) and are recognised Australia-wide.

Depending on the course, some VET qualifications can be studied at school, where we are the registered training organisation (RTO) or through non-school RTOs such as TAFE or private training providers.

VET qualifications are delivered using one of three methods:

### School RTO delivered

- Courses delivered by Mabel Park as the RTO do not use any of a students VETis funding nor are 'fee for service'. Some courses however do have 'subject fees' to help cover consumables used in the course.

### Fee for service through external provider

- Some courses are delivered by an external RTO who either come in to the school and deliver it or use one of our staff members to help. These courses do not use a students VETis funding do have a course fee before enrolling.

### VETis through external provider

- Other courses delivered by an external RTO are called 'VETis funded courses'. VETis means VET-in-schools and refers to the funding every student receives to support vocational education and training. Essentially, students receive one (1) VETis funded course for free during their time at high school so it is important they choose wisely which course to use this on.

It is important that before choosing to enrol in any VET qualification, students read the information detailed in the MPSHS VET Student Handbook located on our school website: <https://mabelparkshs.eq.edu.au/curriculum/subject-areas/vocational-education-v-e-t>

Students will also be required to complete the MPSHS Student Enrolment form and create a Unique Student Identifier (USI) prior to commencing any VET course work (found on our website).

# CHC30113 Certificate III in Early Childhood Education and Care

## Qualification description

This is an entry-level qualification for anyone wishing to commence a career in the early childhood sector. It provides students with an understanding of fundamental skills and knowledge relating to the care of children.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain a CHC30113 Certificate III in Early Childhood Education and Care, 18 units of competency must be achieved.

Unit code	Title
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander culture safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
CHCECE006	Support behaviour of children and young people
CHCECE012	Support children to connect with their world

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 18 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is \$150

## Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are required to complete 160 hours of structured workplace learning:

- 30 hours birth – 2 years (babies)
- 30 hours 2–3 years (toddler)
- 60 hours 3–5 years (preschool).

Certain units have practical work placement hours that are required to be completed before the student is deemed competent for the unit. These hours can be completed within your structured workplace learning.

The school will assist in organising work placements for students. However, students may also source their own placements, which will need to be approved by the school RTO.

## Pathways

This qualification may articulate into:

- Diploma in Early Childhood Education and Care
- work in the industry as a child care assistant, nanny or after school hours care worker.



# AVI30419 Certificate III in Aviation

## Qualification description

This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS), in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards. Remote pilots operating at this level will apply non-technical and technical knowledge and skills to demonstrate autonomy and judgement.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain a AVI30419 Certificate III in Aviation, 14 units of competency must be achieved.

Unit code	Title
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIE0003	Operate aeronautical radio
AVIF0034	Apply aviation work health and safety procedures
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLLOS)
AVIW0006	Perform infrastructure inspections using remote operated systems

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is NIL

## Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

The Certificate III in Aviation qualification can lead to employment within a company or government department as a drone pilot or drone specialist introducing and operating new technologies

# CHC24015 Certificate II in Active Volunteering

## Qualification description

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain CHC24015 Certificate II in Active Volunteering, 7 units of competency must be achieved.

Unit code	Title
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM211	Apply Communication Skills
FSKDIG003	Use digital technology for non-routine workplace tasks
CHCCOM001	Provide first point of contact
FSKOCM007	Interact effectively with others at work

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 7 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is NIL

## Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

## Pathways

This qualification may be articulated into Certificate III Active Volunteering or used as a pathway for direct workforce entry. Organisations may require volunteers to undergo relevant background checks.



# CUA30120 Certificate III in Dance

## Qualification description

This qualification reflects the role of a person working in a varied context in the live performance industry, using some discretion and judgement and relevant theoretical knowledge.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the CUA30120 Certificate III in Dance, 13 units of competency must be achieved.

Unit code	Title
CUAWHS311	Condition body for dance performance
CUAPRF317	Develop performance techniques
CUAIND311	Work effectively in the creative arts industry
CUADAN331	Integrate rhythm into movement activities
CUACHR311	Develop basic dance composition skills
CUADAN317	Increase depth of cultural dance techniques
CUADAN318	Increase depth of contemporary dance techniques
CUADAN319	Increase depth of street dance techniques
CUAPRF314	Develop audition techniques
CUARES301	Apply knowledge of history and theory to own arts practice
CUAMUP311	Prepare personal appearance for performances
CUACOS304	Develop and apply knowledge of costume
CUADTM311	Assist with dance teaching

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is NIL

## Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

This qualification may be articulated into Certificate IV in Dance or used as a pathway for direct workforce entry.

# CUA30920 Certificate III in Music

## Qualification description

This qualification reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They use some discretion, judgement and theoretical knowledge, and may undertake routine activities and provide support to a team or work group. They may work in music performance, sound production, music creation and composition, music business.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the CUA30920 Certificate III in Music, 11 units of competency must be achieved.

Unit code	Title
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAIND314	Plan a career in the creative arts industry
CUAMPF311	Develop technical skills for musical performances
CUAMPF312	Prepare for musical performances
CUAMCP313	Create simple musical pieces using music technology
CUALGT311	Operate basic lighting
CUASOU212	Perform basic sound editing
CUASOU308	Install and disassemble audio equipment
CUASOU331	Undertake live audio operations
CUASOU317	Record and mix basic music demos

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is NIL

## Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

This qualification may be articulated into a Diploma of Music or used as a pathway for direct workforce entry. The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant and road crew.

# CUA31120 Certificate III in Visual Art

## Qualification description

This qualification reflects the role of individuals who are developing a range of visual art skills and who may take responsibility for own outputs in work and learning. It applies to work in different visual arts, craft and design environments. Practice at this level is underpinned by the application of introductory art theory and history.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the CUA31120 Certificate III in Visual Art, 12 units of competency must be achieved.

Unit code	Title
BSBWHS211	Contribute to the health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
CUADIG315	Produce digital images
CUAPAI311	Produce paintings
CUADRA311	Produce drawings
CUADES201	Follow a design process
CUAIND314	Plan a career in the creative arts industry
CUADIG304	Create visual design components
CUADES202	Evaluate the nature of design in a specific industry context
ICTICT215	Operate digital media technology packages

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is \$150 per year

## Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

The job roles that relate to this qualification may include Ceramics Studio Assistant, Community Theatre Assistant and Arts, Craft or Design practitioner. It also provides pathways to other visual arts, craft and design job roles. Individuals may work under direction, using some discretion and judgment, and may provide support to a team. They may also work autonomously on familiar tasks within defined work settings.

# ICT30120 Certificate III Information Technology

## Qualification description

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the ICT30120 Certificate III Information Technology, 12 units of competency must be achieved.

Unit code	Title
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
ICTICT309	Create user documentation
ICTICT302	Install and optimise operating system software
ICTSAS308	Run standard diagnostic tests
ICTICT214	Operate application software packages
ICTWEB431	Create and style simple markup language document
CUAANM301	Create 2D digital animations

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is NIL

## Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

This qualification may be articulated into Certificate IV or Diploma Information Technology, or used as a pathway for direct workforce entry.

# MEM20413 Certificate II in Engineering Pathways

## Qualification description

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the MEM20413 Certificate II in Engineering Pathways, 12 units of competency must be achieved.

Unit code	Title
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE004A	Use fabrication equipment
MSAPCI101	Adapt to work in industry

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is \$150

## Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

This qualification may be articulated into an apprenticeship or direct employment in engineering/metals/manufacturing work environment

# MSL20118 Certificate II Sampling and Measurement

## Qualification description

This qualification covers the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a one-year course delivered in Year 10 on site at Mabel Park State High School

## Course units

To attain the MSL20118 Certificate II Sampling and Measurement, 8 units of competency must be achieved.

Unit code	Title
MSL912001	Work within a laboratory or field workplace (induction)
MSL922001	Record and present data
MSL943004	Participate in laboratory/field workplace safety
MSMENV27	Participate in environmentally sustainable work practices
MSL952001	Collect routine site samples
MSL972001	Conduct routine site measurements
MSL973013	Perform basic tests
MSL973014	Prepare working solutions

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 8 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is Nil

## Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others.

# SHB20121 Certificate II in Retail Cosmetics

## Qualification description

This qualification reflects the role of retail sales personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. They follow known routines and procedures, and work under direct supervision.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the SHB20121 Certificate II in Retail Cosmetics, 15 units of competency must be achieved.

Unit code	Title
SHBBCCS004	Demonstrate retail skin care products
SHBBCCS005	Advise on beauty products and services
SHBXIND005	Communicate as part of a salon team
SHBXCCS007	Conduct salon financial transactions
SHBBMUP011	Design and apply remedial camouflage make-up
SHBBMUP009	Design and apply make-up
SIRXIND003	Organise personal work requirements
SHBBRES003	Research and apply beauty industry information
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBXWHS003	Apply safe hygiene, health and work practices
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SHBBINF002	Maintain infection control standards
SHBBMUP010	Design and apply make-up for photography
SIRRMER001	Produce visual merchandise displays
SHBBSKS006	Pierce ear lobes

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is \$150 per year

## Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

This qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.



# SHB20216 Certificate II Salon Assistant

## Qualification description

This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the SHB20216 Certificate II Salon Assistant, 12 units of competency must be achieved.

Unit code	Title
BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES002	Braid hair
SIRRMER001	Produce visual merchandise displays

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is \$150 per year

## Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

The combined skills and knowledge do not provide for a job outcome as a hairdresser and this qualification is intended to prepare individuals for further training at Cert III level and/or apprenticeship.



# SHB30121 Certificate III Beauty Services

## Qualification description

This qualification reflects the role of individuals employed as beauticians to provide a range of beauty services including nail, waxing, lash and brow, and basic make-up services. These individuals possess a range of well-developed technical and customer service skills where discretion and judgement are required and are responsible for their own outputs. This includes client consultation on beauty products and services. Work is typically conducted in beauty, waxing, brow and nail salons.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the SHB30121 Certificate III Beauty Services, 18 units of competency must be achieved.

Unit code	Title
SHBBBOS007	Apply cosmetic tanning products
SHBBCCS005	Advise on beauty products and services
SHBBFAS004	Provide lash and brow services
SHBBHRS010	Provide waxing services
SHBBMUP009	Design and apply make-up
SHBBNLS007	Provide manicure and pedicure services
SHBBNLS011	Use electric file equipment for nail services
SHBBRES003	Research and apply beauty industry information
SHBXCCS007	Conduct salon financial transactions
SHBXCCS008	Provide salon services to clients
SHBXIND003	Comply with organisational requirements within a personal services environment
SHBXWHS003	Apply safe hygiene, health and work practices
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms
SIRXSLS001	Sell to the retail customer
SHBBINF002	Maintain infection control standards
SHBBMUP010	Design and apply make-up for photography
SHBXCCS009	Greet and prepare clients for salon services
SHBBSKS006	Pierce ear lobes

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 18 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is \$150 per year

## Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

This qualification may be articulated into an apprenticeship or direct employment in the beauty services industry.

# SIR20216 Certificate II in Retail Services

## Qualification description

This qualification reflects the role of individuals who have the primary responsibility of engaging the customer, maintaining daily store operations and delivering on organisational expectations. They have sound knowledge of product and service offerings. It supports pathways to work in a diverse range of retail settings including specialty retailers, supermarkets and department stores

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Mabel Park State High School

## Course units

To attain the SIR20216 Certificate II in Retail Services, 12 units of competency must be achieved.

Unit code	Title
SIRXCEG001	Engage the customer
SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND003	Organise personal work requirements
SIRXIND001	Work effectively in a service environment
SIRXRSK001	Identify and respond to security risks
SIRXWHS002	Contribute to workplace health and safety
SIRXPDK001	Advise on products and services
SIRRMER001	Produce visual merchandise displays
SIRXOSM001	Identify and review social media and online platforms for organisational use
SIRXPDK002	Advise on food products and services
BSBTEC201	Use business software applications
SIRXIND004	Plan a career in the retail industry

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is Nil

## Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

This qualification may be articulated into Certificate III in Retail or used as a pathway for direct workforce entry.

# SIS20321 Certificate II in Sport Coaching

## Qualification description

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport. This qualification pathway to work in assistant coaching roles working or volunteering at community based sports clubs and organisations in the Australian sport industry.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Entry requirements

There are no entry requirements for this qualification.

## Duration and location

This is a one-year course delivered in Years 10, 11 or 12 on site at Mabel Park State High School

## Course units

To attain a SIS20321 Certificate II in Sport Coaching, 7 units of competency must be achieved.

Unit code	Title
HLTAID011	Provide First Aid (3 <sup>rd</sup> party delivery)
SIRXWHS001	Work Safely
SISSSCO002	Work in a community coaching role
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISXCAI001	Provide equipment for activities
SISSSOF001	Work as an official in sport
SISSSOF003	Officiate sport competitions

## Third party arrangement

The unit HLTAID001 Provide first aid will be delivered and assessed by Binnacle Training. Binnacle Training will issue a Statement of Attainment upon successful completion of this unit. This will be recorded as a credit transfer on the student's record.

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 7 units of competency will be awarded a Qualification and a record of results by Mabel Park State High School. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

## Fees

The cost of this course is NIL

## Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

## Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

## Pathways

Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Possible job role titles depend on the specific sport may include assistant coach.

2023 EDITION

# FITNESS IN SCHOOLS

SIS30321 CERTIFICATE III IN FITNESS



## HOW DOES IT WORK

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

Students facilitate fitness programs within their school community.

**Programs include:**

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

**Pathway into SIS40221 Certificate IV in Fitness – with another Registered Training Organisation.**



## WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid

**Direct pathway into:**

- › Certificate IV in Fitness with FIT College (RTO: 31903) – Binnacle graduates receive a \$500 discount!
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)



## SKILLS ACQUIRED

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



## CAREER PATHWAYS



FLEXIBLE PROGRAMS

PRACTICAL SUBJECTS

RESOURCES PROVIDED



**Binnacle Training**

RTO CODE 31319



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





# SIS30321 CERTIFICATE III IN FITNESS

## COURSE OVERVIEW & OUTLINE

Registered Training Organisation:  
Binnacle Training (RTO 31319)

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including:

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

This program also includes the following:

- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Sport Australia
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness at another provider

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

**Delivery Format:**  
2-Year Format

**Timetable Requirements:**  
1-Timetabled Line

**Units of Competency:**  
15 Units

**Suitable Year Level(s):**  
Year 11 and 12

### Study Mode:

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

**Cost (Fee-For-Service):**  
\$365.00 per person  
+ \$65 First Aid

**QCE Outcome:**  
Maximum 8 QCE Credits

TERM 1		TERM 2																			
<b>TOPICS</b> <ul style="list-style-type: none"> <li>Binnacle Lounge Induction</li> <li>Sport, Fitness and Recreation (SFR) Industry Knowledge</li> <li>Beginning Coaching Principles</li> <li>Workplace Health and Safety</li> <li>SFR Laws and Legislation</li> <li>Maintain SFR Equipment</li> </ul>		<b>TOPICS</b> <ul style="list-style-type: none"> <li>Respond to Emergencies</li> <li>Provide First Aid and CPR</li> <li>Risk Analysis</li> <li>Organise Work</li> <li>Community Fitness Programs</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Community Fitness Program: Plan and Conduct Community Fitness Sessions</li> <li>Short Course: Provide First Aid (HLTAID011)</li> </ul>																			
<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>																					
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<b>TERM 3</b>		<b>TERM 4</b>																			
<b>TOPICS</b> <ul style="list-style-type: none"> <li>Body Systems</li> <li>The Cardiorespiratory System</li> <li>Descriptive Terminology</li> <li>The Musculoskeletal System</li> <li>Provide Quality Customer Service</li> <li>Plan and Deliver Exercise Programs</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>One-on-One Cardio Program</li> <li>Group Conditioning Sessions for Adolescent Clients</li> </ul>		<b>TOPICS</b> <ul style="list-style-type: none"> <li>The Digestive System and the Energy Systems</li> <li>Provide Healthy Eating Information</li> <li>Client Screening and Health Assessment</li> <li>Sustainable Work Practices in the SFR Industry</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Client Screening: Initial Client Consultation</li> <li>Group Nutrition Presentation</li> </ul>																			
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BBSGLS211	Participate in sustainable work practices																				
<b>TERM 5</b>		<b>TERM 6</b>																			
<b>TOPICS</b> <ul style="list-style-type: none"> <li>Conducting Health Assessments</li> <li>Plan and Deliver Exercise Programs</li> <li>Anatomy and Physiology</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Fitness Orientation Program: Client Orientation</li> <li>One-on-One Gym Program: Adolescent Client</li> </ul>		<b>TOPICS</b> <ul style="list-style-type: none"> <li>Older Clients</li> <li>Specific Population Clients</li> <li>Anatomy and Physiology</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Gentle Exercise Program: Participate in Gentle Exercise Sessions</li> <li>Mobility Program: Plan and Instruct Mobility Sessions</li> <li>Specific Populations: Plan and Deliver Programs for Scenario Clients</li> <li>Community Fitness Program: Primary School Participants</li> </ul>																			
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<b>TOPICS</b> <ul style="list-style-type: none"> <li>Older Clients</li> <li>Specific Populations</li> <li>Anatomy and Physiology</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Group Exercise and Gym-based One-on-One Sessions:                             <ul style="list-style-type: none"> <li>Female and Male Adults aged 18+; and</li> <li>Older adults aged 55+</li> </ul> </li> </ul>																					
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Please note this Course Schedule is a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and these services carried out by the School or Third Party (i.e. the facilitators of training and assessment services). To access Binnacle's PDS, please visit <https://binnacle.com.au/pds/>

## CPC10111 – Certificate I Construction

### COURSE OVERVIEW

**Who:** School-Based Students in Yr10, 11 or 12 with interest in the Construction Industry

**Duration:** 1 day per week over 2 terms or structured to suit curriculum timetable

**Cost:** Free for students through VETiS funding or a “fee-for-service” may apply

**Where:** All training conducted on school grounds during school hours

**Equipment:** All student resources, equipment, building materials and personal protective equipment is provided, including a “High Vis” shirt with school logo.

**Future Pathways:** Exclusive partnerships with industry, providing work experience and apprenticeship opportunities.

### COURSE OUTCOMES

- ⇒ Nationally Recognised Certificate I in Construction (CPC10120)
- ⇒ Construction Safety ‘White Card’ (required to access any construction zone)
- ⇒ Provide CPR (HLTAID009) or Working at Heights (RIIWHS204E) Certificate
- ⇒ Up to 3 QCE points
- ⇒ Access to industry employment and apprenticeship opportunities

### DELIVERY OPTIONS

- ⇒ delivered as a fully independent course by Adapt Education. All delivery, assessment and paperwork done by us with no requirements or impact on school teaching staff.
- ⇒ mapped to the Construction SAS.
- ⇒ Partnering opportunities are available for schools who would like to run our program delivered by their own teaching staff.

### ONLINE OR CORRESPONDENCE

For the theory component of the course, resources are:

- ⇒ Online: benefit from an easy to navigate elearning course. Online is interactive, meaning less readings and more visually engaging resources.
- ⇒ Resources can be printed or provided on a USB stick if needed.



## COURSE STRUCTURE

This qualification provides an introduction to the construction industry. The units cover essential skill and knowledge requirements to successfully commence work in industry.

This Nationally Recognised course consists of 11 units:

1. CPCCOM1012 Work effectively and sustainably in the construction industry
2. CPCCOM1013 Plan and organise work
3. CPCCOM1014 Conduct workplace communication
4. CPCCOM1011 Undertake basic estimation and costing
5. CPCCOM2005 Use construction tools and equipment
6. CPCCWHS1001 Prepare to work safely in the construction industry
7. CPCCWHS2001 Apply OHS requirements, policies and procedures in the construction industry
8. CPCCVE1011 Undertake a basic construction project
9. CPCCOM1015 Carry out measurements and calculations
10. CPCCOM2004 Handle construction materials
11. RIIWHS204E Work safely at heights (E)
11. HLTAID009 Provide cardiopulmonary resuscitation (E)

## ENTRY REQUIREMENTS

It is expected that students have basic written and verbal communication skills, basic numeracy skills and basic computer operating skills. Schools must disclose any students with Language, Literacy or Numeracy (LLN) issues. We are able to assist participants whom experience LLN issues, or a disability.

## ASSESSMENT

Assessment consists of two key areas:

- ⇒ Theory assessment: multi-choice and short answer questions.
- ⇒ Practical construction project: Adapt has several “standard” projects students can undertake, or the school can discuss the inclusion of specific projects that will benefit the school, such as beautification or maintenance projects around the school.

Unlimited access to your trainer available through phone, email and message portal.



*"We pride ourselves on quality service and great outcomes for schools and students."*

**ADAPT EDUCATION RTO# 32452**

## Strategix Training Group

RTO number: 31418



### HLT23215 Certificate II Health Support Services

#### Qualification description

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### Entry requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training.

#### Duration and location

This is a one-year course delivered in Years 10, 11 and 12 on site at Mabel Park State High School in partnership with Strategix Training Group

#### Course units

To attain a HLT23215 Certificate II Health Support Services Education and Care, 12 units of competency must be achieved.

Unit code	Title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
BSBTWK201	Work effectively with others
HLTFSE001	Follow basic food safety practices
BSBPEF202	Plan and apply time management
CHCCCS026	Transport individuals
CHCCCS020	Respond effectively to behaviours of concern
BSBOPS101	Use business equipment and resources
BSBOPS203	Deliver a service to customers
CHCCOM001	Provide first point of contact

#### Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by Strategix. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

#### Fees

The cost of this course is free as it uses VETis funding

#### Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

#### Work placement

Students are provided with the opportunity to do structured workplace learning where they will work in an authentic environment.

#### Pathways

This qualification may articulate into:

Certificate III Health Support Services

This course leads to jobs in the health care/Nursing.