

# Shailer Park State High School Senior Course Guide

Updated Semester 1, 2020





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# Introduction

*A word from our Principal*



*Shailer Park State High School has a strong tradition of cultivating meaningful educational pathways and supporting students to realise their full potential through big plans and bold ambitions.*

*Our learner centred philosophy means that we are committed to offering a diverse curriculum that translates into a deeply personal approach to the development of young people. Shailer Park State High offers a broad range of subjects that can be explored in years 7-9 with more defined pathways developing in years 10 through 12. Our subjects reflect our commitment to meeting the learning needs of a diverse student population with different strengths, areas of interest and future aspirations.*

*The school will positively challenge students at all levels, support them in setting and attaining realistic goals, and remain committed to developing Resilient, Reflective, Resourceful and Relational Learners at all times.*

*This Course Guide will overview our subject offerings in the senior phase of learning (years 10 to 12) and also guide students in selecting and attaining skills and qualifications from a variety of pathways for successful transition beyond school.*

*Senior students need to be self-motivated and mature in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work as part of the year group and achieve their very best.*

*With our graduates going on to become industrious, innovative, creative and positive members of the greater community, we are confident that our curriculum offerings Lift Aspirations for all students to achieve their Big Plans and Bold Ambitions for a Bright Future.*

*Dorothea Jensen*

*Principal*

*Shailer Park State High School*

# Senior Education Profile

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

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

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

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Senior subjects

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

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

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

## General syllabuses

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

## Applied syllabuses

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

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. These will be administered by the school and at the school.

## Short Courses

Short Courses are developed to meet a specific curriculum need and 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. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.

## Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

## General syllabuses and Short Courses

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

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

## Applied syllabuses

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

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Shailer Park Please refer to the VET offerings at the end of this handbook for more information.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

### English requirement

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

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

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

# Subject Selection Process at Shailer Park

At Shailer Park State High School, there are two key junctures for students to select senior pathways of study. Both of these occur in Term 3. Our dedicated and highly skilled Senior Schooling Team, led by the Senior School Deputy Principal and Dean of Studies, oversees these important junctures.

## JET planning

JET (Junior Education and Training) plan and is a unique Shailer Park High process for current Year 9 students to select the senior subjects that they will study throughout their senior years of secondary education. Students participate in lessons, information sessions and advice in regards to selecting subjects that will best suit their skills, interest and future endeavours.

The JET planning process culminates in a JET planning meeting which is held between the student, the parent and a member of our leadership team. During this meeting, the student's current overall performance will be reviewed and subjects will be selected for the following year based on readiness criteria.

All Year 10 subjects are foundation subjects for our Year 11 & 12 offerings, allowing students to decide if they are on the right pathway prior to the SET planning meeting in Term 3 of Year 10. Subjects selected for Year 10 will be continued into Year 11 & 12 QCE (Queensland Certificate of Education).

## SET planning

SET (Senior Education and Training) plan is the state-wide process for current Year 10 students to review their course of study to ensure that they are on the best pathway for their final two years of senior schooling leading to attainment of the Queensland Certificate of Education (QCE). Any subject changes for Year 11 must be made during this meeting time. Subject changes will not be possible once Year 11 has begun due to the nature of the formative and summative structure of the new senior syllabus.

More information, including You Tube explanations of each subject area plus a Prezi showing student work and more details of subjects, is located on our school website.



# Year 10 – Senior Foundation

Year 10 is a very important year where students make important subject choices that will lead them through the next 3 years of their senior education.





All of the Year 10 subjects at Shailer Park State High form the foundations for our Senior QCE program to ensure our students are set up for success in their areas of study.




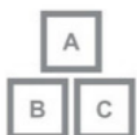
It is important to consider the subjects that students are skilled at, will enjoy and that may be required as pre-requisites for further study.

An excellent resource for guiding these decisions is on the QTAC website- My Pathway.

[www.qtac.edu.au/atar-my-path/my-path](http://www.qtac.edu.au/atar-my-path/my-path)

The questionnaire section of this website will lead students through 40 questions that allow students to determine the types of subjects/fields or careers that may be suitable to them. These are known as Future Job Clusters as seen below.

Future Job Cluster		Suggested areas of study at Shailer Park State High
<p>I CARE</p> 	<p>Individuals high in 'I CARE' have a care mindset. They are selfless, resilient, empathetic and sensitive to the needs of others. They are likely to enjoy listening to people share their problems and are likely to work in areas like health, aged care, social enterprise and human services.</p>	<p>Biology Chemistry Physical Education Legal Studies Business Modern/Ancient History Health Social &amp; Community Studies</p>
<p>I INFORM</p> 	<p>Individuals high in 'I INFORM' are interested in sharing and disseminating information, understanding cause and effect and root cause analysis when solving problems. They are oriented towards enhancing or sharing knowledge and understanding. They are analytical problem solvers and enjoy working with data. They are likely to work in areas like education, analytics, business services and consulting.</p>	<p>Specialist Mathematics Physics Info &amp; Communication Tech Engineering Biology Design Business Japanese Legal Studies</p>
<p>I SERVE</p> 	<p>Individuals high in 'I SERVE' are strongly oriented towards interpersonal interaction and communication. They are customer-focused, advocate on behalf of others and are genuinely interested in how others experience a product or service. They are likely to work in areas like retail, sales, hospitality and entertainment.</p>	<p>Business Drama Music Dance Japanese Hospitality Social &amp; Community Studies</p>
<p>I CREATE</p> 	<p>Individuals high in 'I CREATE' have an adaptive and design mindset. They trust their intuition to guide judgment and are willing to take risks when required. They have a creative spirit and tend to see possibilities that others may not see. They enjoy working from a blank slate and are likely to work in areas like entrepreneurship, art, creative work or fabrication.</p>	<p>Music Business Design Visual Art Dance Drama Japanese Digital Solutions</p>

<p>I GROW</p> 	<p>Individuals high in 'I GROW' are environmentally minded and strongly focused on natural resources, food and agriculture. They like to know where things they consume come from, are hands on with nature and are likely to work in areas like farming, mining, resource and renewable energy.</p>	<p>Biology Chemistry Physics Engineering Business</p>
<p>I CONNECT</p> 	<p>Individuals high in 'I CONNECT' have excellent digital literacy. They are strongly focused on technology, computing and virtual or physical networks. They are likely to enjoy using technology and machines and building physical infrastructure to support how people and information are connected. They are likely to work in areas like computing, IT, web services, social media, digital systems, transport and telecommunications.</p>	<p>Specialist Mathematics Design Digital Solutions Industrial Technology Engineering Info &amp; Communication Tech Business Aviation Graphic Design</p>
<p>I ADMINISTER</p> 	<p>Individuals high in 'I ADMINISTER' enjoy process and structure. They do things as intended, follow the rules, tend to be risk averse, believe rules exist for a reason, are process oriented and comfortable working in organisations where there are clear delineations of control. They are oriented towards administration, management, procedural knowledge, and transactional service roles such as banking, law, logistics, security and emergency services.</p>	<p>Specialist Mathematics Legal Studies Design Engineering Physical Education Business Information &amp; Communication Technology</p>
<p>I BUILD</p> 	<p>Individuals high in 'I BUILD' are practical thinkers who learn by doing. They are strongly focused on designing, building and maintaining networks, products, machinery or infrastructure. They are very comfortable designing and/or executing plans to build solutions and are likely to work in areas like mechanics, chemistry, cookery, manufacturing, engineering, building, construction and architecture.</p>	<p>Engineering Design Digital Solutions Chemistry Physics Specialist Mathematics Industrial Technology Hospitality Aviation Graphic Design</p>

# Year 11 & 12

## General syllabuses

### Structure

The syllabus structure consists of a course overview and assessment.

#### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

#### Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment.

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

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

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

### Assessment

#### Units 1 and 2 assessments

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

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

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

## Units 3 and 4 assessments

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

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

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

### Instrument-specific marking guides

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

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

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

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

### External assessment

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

External assessment is:

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

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

# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

### Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA

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

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

### **Summative internal assessment — instrument-specific standards**

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

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

# Specialty Vocational Courses at Shailer Park High

SPSHS offers unique courses of study that will lead Vocational Pathways students into valuable and rewarding careers such as traineeships, apprenticeships and fulltime employment, as well as pathways into further studies at TAFE, colleges and/or university. Students are able to apply for the following courses through the JET planning process in Year 9. All courses of study are reviewed in Year 10 during SET confirmation meeting prior to starting the QCE (Queensland Certificate of Education) in Year 11&12.

## Trade Ready



Description of course of study	Compulsory subjects	Possible Pathways	Further Study & Pathways
<p>The Trade Ready course is ideal for students looking for an immediate career/job/apprenticeship in any of the trade related fields.</p> <p>The combination of subjects and a high level certificate demonstrates to employers that you are capable and "TRADE READY"</p> <p>Opportunities also exist for further study and/or qualifications.</p> <p><b>*BYOD laptop preferred</b></p>	<p>Certificate III Engineering Technical (CAD)</p> <p>Engineering Skills</p> <p>Furnishing Skills</p> <p>Industrial Technology Skills</p> <p>Certificate I Construction – Completed in Year 11 (includes White Card, Safety Boots, High Vis Shirt, Safety Glasses)</p>	<p>Computer Aided Drafting Technician, Cadet Draftsperson, Detail Draftsperson,</p> <p>Shop Fitting Layout Designer</p> <p>Apprenticeships in; Fitting, Electrician, Carpenter, Plumber, Civil Construction, Domestic Construction, Cabinet Maker, Painter, Tiler etc.</p>	<p>Diploma of Engineering (CAD)</p> <p>Bachelor of Engineering</p> <p>Master Tradesman – Certified Licenced Builder,</p> <p>Bachelor of Project Management</p> <p>Trade Certificates- Apprenticeships</p>

## Tech Ready



Description of course of study	Compulsory subjects	Possible Pathways	Further Study & Pathways
<p>The Tech Ready course is the "must have" course of study if you want a career in any of the Design, Aviation or IT fields.</p> <p>For those interested in higher order thinking, the combination of subjects and certificates provides an excellent entry-level qualification to a variety of high paying occupations.</p> <p>Opportunities also exist for further study and/or qualifications.</p>	<p>Certificate III Graphic Design Fundamentals</p> <p>Design (General)</p> <p>Digital Solutions (General) or ICT</p> <p>Certificate III Aviation</p> <p><b>*BYOD laptop essential</b></p>	<p>Advertising, Industrial Design</p> <p>Game Developer, IT Programmer, Coding Technician.</p> <p>Graphic Designer, Design Assistant, Advertising.</p> <p>Drone Pilot, Aviation Manager, Cabin Crew, Flight Attendant, Air Crew Officer.</p>	<p>Bachelor of Design, Masters of Design Fundamentals.</p> <p>Bachelor of Game Design</p> <p>Bachelor of Digital Technology</p> <p>Diploma, Advanced Diploma in Graphical Design</p> <p>Certificate IV / Diploma / Advanced Diploma Aviation</p>

## Health Ready



Description of course of study	Compulsory subjects	Possible Pathways	Further Study & Pathways
<p>Let Health Ready “change the course of your life”.</p> <p>With the qualifications you gain through this course, you will have the edge to get the health career of your choice.</p> <p>The combination of subjects and certificates provides an excellent entry-level qualification, opening doors to a wide variety of jobs in the health industry.</p> <p>Opportunities also exist for further study and/or qualifications.</p>	<p>Health (General)</p> <p>Applied Science</p> <p>Certificate II Health Support Services</p> <p>Certificate II Sampling &amp; Measurement</p> <p>Information &amp; Communication Technology</p> <p><b>*BYOD laptop essential</b></p>	<p>Medical Laboratory Technician, Occupational Therapists</p> <p>Industrial Pharmacist, Sports Science Services</p> <p>Medical Assistant, Individual Support, Pathology Collection</p> <p>Assistant in Nursing, Enrolled Nurse, Registered Nurse</p> <p>Physical Therapy Assistant</p> <p>Billing and Coding Specialist</p> <p>Healthcare Administration</p>	<p>Bachelor of Health Science.</p> <p>Bachelor of Exercise Physiology.</p> <p>Bachelor of Applied Science.</p> <p>Certificate III in Acute Care Assistant, Certificate III in Operating Theatre Technician, Certificate III in Individual Support.</p> <p>Certificate IV in Medical Practice Assistant.</p>

## Event Ready



Description of course of study	Compulsory subjects	Possible Pathways	Further Study & Pathways
<p>Variety is the spice of life for Event Managers. One day you may be planning a lavish beach-themed wedding, and the next day you could be coming up with ideas for the perfect office 1920s-style Christmas party.</p> <p>The combination of subjects and certificates provides an excellent entry-level qualification to a variety of occupations in Hospitality / Hotel / Social and IT industries.</p> <p>Opportunities also exist for further study and/or qualifications.</p>	<p>Certificate II Hospitality</p> <p>Certificate II Kitchen Operations</p> <p>Social &amp; Community Studies</p> <p>Business Studies</p> <p>Information &amp; Communication Technology</p> <p><b>*BYOD laptop essential</b></p>	<p>Chef</p> <p>Maître d’, Restaurant Manager</p> <p>Hotel Conference and Banqueting, Hotel Manager, Concierge</p> <p>Resort Staff</p> <p>Gaming and Licencing Supervisors</p> <p>Family Services, Social and Community Managers</p> <p>Receptionist / IT Technician, Administration Services, Reservations Services.</p>	<p>Bachelor of Hospitality</p> <p>Bachelor of Hotel and Hospitality Management.</p> <p>Diploma / Events Management Degree.</p> <p>Diploma / Social Work Degree</p> <p>Certificate III in Hospitality, Certificate IV in Hospitality, Diploma of Hospitality Management</p>



## iCreate Ready (new for 2021)



Description of course of study	Compulsory subjects	Possible Pathways	Further Study & Pathways
<p>Enter into the world of Smart-Tech, Robots, Graphic Design, Film and Television.</p> <p>This combination of subjects and certificates provides access to multi-modal occupations across a wide range of industries from engineering, through design, film and TV, ICT and even marketing/web development.</p> <p>Opportunities also exist for further study and/or qualifications.</p>	<p>Certificate III Graphic Design Fundamentals</p> <p>Certificate III Information &amp; Communication Technologies</p> <p>Film, Television &amp; New Media (General)</p> <p>Media Arts in Practice</p> <p><b>*BYOD laptop essential</b></p>	<p>Advertising, Industrial Design</p> <p>Game Developer, IT Programmer, Coding Technician.</p> <p>Graphic Designer, Design Assistant, Advertising</p> <p>Robotics</p> <p>Screen / Media / TV / Camera person / Film and TV Producer / Editor</p> <p>Social Media Content producer</p>	<p>Bachelor of Design, Masters of Design Fundamentals</p> <p>Bachelor of Game Design</p> <p>Bachelor of Digital Technology</p> <p>Bachelor of Communication – Media and Arts</p> <p>Bachelor of Media Arts</p> <p>Diploma / Advanced</p> <p>Diploma in Graphical Design</p> <p>Certificate III / Certificate IV / Diploma in Screen and Media</p>

Due to the popularity of these courses an application form is required to be completed prior to and brought to the JET planning interview.

(see application form at the back of this course guide)

# Senior syllabuses available for study at Shailer Park

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## English

### General

- English

### Applied

- Essential English

## Humanities

### General

- Modern History
- Geography
- Legal Studies
- Business

### Applied

- Social & Community Studies
- Business Studies

## Technologies

### General

- Design
- Digital Solutions
- Engineering

### Applied

- Engineering Skills
- Furnishing Skills
- Industrial Technology Skills
- Information & Communication Technology

## Health and Physical Education

### General

- Health
- Physical Education

## Science

### General

- Biology
- Chemistry
- Physics

### Applied

- Science in Practice

## Languages

### General

- Japanese

## The Arts

### General

- Dance
- Drama
- Music
- Visual Art

### Applied

- Media Arts in Practice

# General Mathematics

General senior subject



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

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

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

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

## Pathways

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

## Objectives

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

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

## 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			

# Mathematical Methods

General senior subject

Year 10 Foundation  
General Mathematics

Year 11&12  
Mathematical  
Methods

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			

# 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, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<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			



# Essential Mathematics

Applied senior subject

Year 10 Foundation  
Essential Mathematics

Year 11&12  
Essentials  
Mathematics

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>

# English

## General senior subject



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

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

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

## Pathways

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

## Objectives

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

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

## 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.

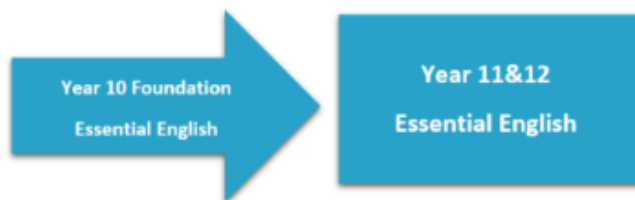
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

# Essential English

## Applied senior subject



Applied

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including 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)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

# Ancient History

General senior subject



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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <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> </ul>	<b>Personalities in their time</b> <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> </ul>	<b>Reconstructing the ancient world</b> <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> </ul>	<b>People, power and authority</b> <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> </ul>

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Ancient societies — The family</li> <li>• Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%



# Modern History

General senior subject



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

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

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

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

## Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the modern world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Australian Frontier Wars, 1788–1930s</li> <li>• Topic 2: Age of Enlightenment, 1750s–1789</li> <li>• Topic 3: Industrial Revolution, 1760s–1890s</li> <li>• Topic 4: American Revolution, 1763–1783</li> <li>• Topic 5: French Revolution, 1789–1799</li> </ul>	<p><b>Movements in the modern world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Australian Indigenous rights movement since 1967</li> <li>• Topic 2: Independence movement in India, 1857–1947</li> <li>• Topic 3: Workers' movement since the 1860s</li> <li>• Topic 4: Women's movement since 1893</li> </ul>	<p><b>National experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Australia, 1914–1949</li> <li>• Topic 2: England, 1707–1837</li> <li>• Topic 3: France, 1799–1815</li> <li>• Topic 4: New Zealand, 1841–1934</li> <li>• Topic 5: Germany, 1914–1945</li> <li>• Topic 6: United States of America, 1917–1945</li> <li>• Topic 7: Soviet Union, 1920s–1945</li> </ul>	<p><b>International experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Australian engagement with Asia since 1945</li> <li>• Topic 2: Search for collective peace and security since 1815</li> <li>• Topic 3: Trade and commerce between nations since 1833</li> <li>• Topic 4: Mass migrations since 1848</li> <li>• Topic 5: Information Age since 1936</li> </ul>

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Topic 6: Age of Imperialism, 1848–1914</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 5: May Fourth Movement in China, 1919</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 8: Japan, 1931–1967</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 6: Genocides and ethnic cleansings since 1941</li> </ul>
<ul style="list-style-type: none"> <li>• Topic 7: Meiji Restoration, 1868–1912</li> <li>• Topic 8: Boxer Rebellion, 1900–1901</li> <li>• Topic 9: Russian Revolution, 1905–1920s</li> <li>• Topic 10: Xinhai Revolution, 1911–1912</li> <li>• Topic 11: Iranian Revolution, 1977–1979</li> <li>• Topic 12: Arab Spring since 2010</li> <li>• Topic 13: Alternative topic for Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 6: Independence movement in Algeria, 1945–1962</li> <li>• Topic 7: Independence movement in Vietnam, 1945–1975</li> <li>• Topic 8: Anti-apartheid movement in South Africa, 1948–1991</li> <li>• Topic 9: African-American civil rights movement, 1954–1968</li> <li>• Topic 10: Environmental movement since the 1960s</li> <li>• Topic 11: LGBTIQ civil rights movement since 1969</li> <li>• Topic 12: Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>• Topic 13: Alternative topic for Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 9: China, 1931–1976</li> <li>• Topic 10: Indonesia, 1942–1975</li> <li>• Topic 11: India, 1947–1974</li> <li>• Topic 12: Israel, 1948–1993</li> <li>• Topic 13: South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 7: Nuclear Age since 1945</li> <li>• Topic 8: Cold War, 1945–1991</li> <li>• Topic 9: Struggle for peace in the Middle East since 1948</li> <li>• Topic 10: Cultural globalisation since 1956</li> <li>• Topic 11: Space exploration since 1957</li> <li>• Topic 12: Rights and recognition of First Peoples since 1982</li> <li>• Topic 13: 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): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

# Business

## General senior subject



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

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

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

## Pathways

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

## Objectives

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

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

## 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.

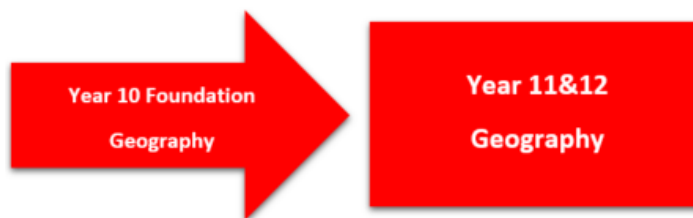
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### 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%

# Geography

General senior subject



Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world.

Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

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

## Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

## Objectives

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

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

## 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%

# Legal Studies

General senior subject

Year 10 Foundation  
Legal Studies

Year 11&12  
Legal Studies

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): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — argumentative essay</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%



# Social & Community Studies

Applied senior subject



Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and 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:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

## Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
<ul style="list-style-type: none"> <li>• Personal skills — Growing and developing as an individual</li> <li>• Interpersonal skills — Living with and relating to other people</li> <li>• Citizenship skills — Receiving from and contributing to community</li> </ul>	<ul style="list-style-type: none"> <li>• The Arts and the community</li> <li>• Australia’s place in the world</li> <li>• Gender and identity</li> <li>• Health: Food and nutrition</li> <li>• Health: Recreation and leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Into relationships</li> <li>• Legally, it could be you</li> <li>• Money management</li> <li>• Science and technology</li> <li>• Today’s society</li> <li>• The world of work</li> </ul>

## Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul>

# Business Studies

Applied senior subject



The subject Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. The business sector is estimated to employ over 2 million Australians and is growing at the rate of approximately 5% per year. Exciting and challenging career opportunities exist in the business sector across a range of business contexts.

A course of study in Business Studies consists of core 'Business practices' and 'Business functions' delivered through elective 'Business contexts'. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment.

Business practices and functions bind an organisation together, enable it to operate and connect it to its customers, stakeholders and community. The business practices (i.e. Business fundamentals, Financial literacy, Business communication and Business technology) describe the concepts, ideas and skills which students need to develop to be able to work effectively in business. The business functions (i.e. Working in administration, Working in finance, Working with customers and Working in marketing) describe the different activities a business undertakes in order to achieve its mission and objectives.

In a course of study, students develop their business knowledge and understanding through applying business practices and business functions in business contexts (e.g. entertainment, mining, retail, rural, travel, events management). Students will analyse business information and will have opportunities to propose and implement outcomes and solutions in business contexts. Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes

## Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core skills	Elective topics
<ul style="list-style-type: none"> <li>Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology</li> <li>Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing</li> <li>explored and progressively developed across the course of study through the four business functions</li> <li>integrated into contextualised modules of work developed using the electives</li> <li>taught and assessed across a four-unit course of study</li> </ul>	<p>In Business Studies, possible business contexts include:</p> <ul style="list-style-type: none"> <li>Entertainment</li> <li>Events management</li> <li>Financial services</li> <li>Health and well-being</li> <li>Insurance</li> <li>Legal</li> <li>Media</li> <li>Mining</li> <li>Not-for-profit</li> <li>Real estate</li> <li>Retail</li> <li>Rural</li> <li>Sports management</li> <li>Technical, e.g. manufacturing, construction, engineering</li> <li>Tourism</li> <li>Travel.</li> </ul>

## Assessment

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

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

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

# Design

General senior subject



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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> <ul style="list-style-type: none"><li>• Experiencing design</li><li>• Design process</li><li>• Design styles</li></ul>	<b>Commercial design</b> <ul style="list-style-type: none"><li>• Explore — client needs and wants</li><li>• Develop — collaborative design</li></ul>	<b>Human-centred design</b> <ul style="list-style-type: none"><li>• Designing with empathy</li></ul>	<b>Sustainable design</b> <ul style="list-style-type: none"><li>• Explore — sustainable design opportunities</li><li>• Develop — redesign</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 — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

# Digital Solutions

General senior subject



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

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

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

## Pathways

A course of study in Digital Solutions can establish a basis for further education and

employment in the fields of science, technologies, engineering and mathematics.

## Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Creating with code</b> <ul style="list-style-type: none"> <li>• Understanding digital problems</li> <li>• User experiences and interfaces</li> <li>• Algorithms and programming techniques</li> <li>• Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>• Data-driven problems and solution requirements</li> <li>• Data and programming techniques</li> <li>• Prototype data solutions</li> </ul>	<b>Digital innovation</b> <ul style="list-style-type: none"> <li>• Interactions between users, data and digital systems</li> <li>• Real-world problems and solution requirements</li> <li>• Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>• Digital methods for exchanging data</li> <li>• Complex digital data exchange problems and solution requirements</li> <li>• Prototype digital data exchanges</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 — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%



# Engineering

General senior subject



Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

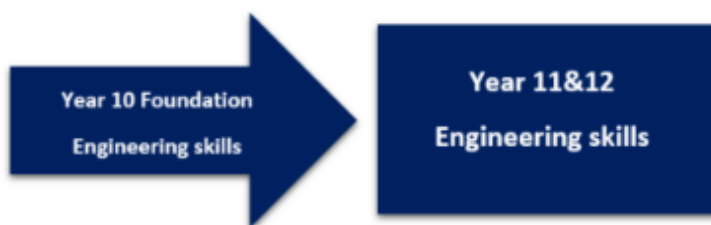
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

# Engineering Skills

## Applied senior subject



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

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

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

### Pathways

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

### Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	<ul style="list-style-type: none"><li>• Fitting and machining</li><li>• Sheet metal working</li><li>• Welding and fabrication</li></ul>

### Objectives

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

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

## Assessment

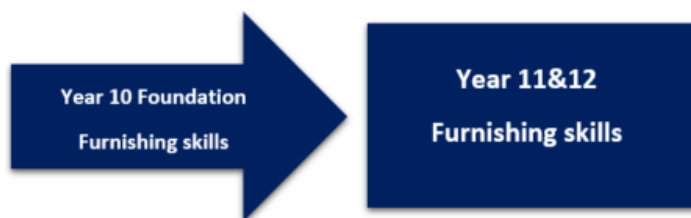
For Engineering Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Furnishing Skills

## Applied senior subject



Applied

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

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

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

### Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example,

a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

### Objectives

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

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

### Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>

## Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Industrial Technology Skills

Applied senior subject



Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

## Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building

and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

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

## Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	Aeroskills	<ul style="list-style-type: none"><li>• Aeroskills mechanical</li><li>• Aeroskills structures</li></ul>
	Automotive	<ul style="list-style-type: none"><li>• Automotive mechanical</li><li>• Automotive body repair</li><li>• Automotive electrical</li></ul>

	Building and construction	<ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• Plastering and painting</li> <li>• Concreting</li> <li>• Carpentry</li> <li>• Tiling</li> <li>• Landscaping</li> </ul>
	Engineering	<ul style="list-style-type: none"> <li>• Sheet metal working</li> <li>• Welding and fabrication</li> <li>• Fitting and machining</li> </ul>
	Furnishing	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>
	Industrial graphics	<ul style="list-style-type: none"> <li>• Engineering drafting</li> <li>• Building and construction drafting</li> <li>• Furnishing drafting</li> </ul>
	Plastics	<ul style="list-style-type: none"> <li>• Thermoplastics fabrication</li> <li>• Thermosetting fabrication</li> </ul>

## Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>



# Information & Communication Tech

## Applied senior subject



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

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

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

### Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many

fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

### Objectives

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

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

### Structure

The Information & Communication Technology course is designed around:

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

Core topics	Elective contexts
<ul style="list-style-type: none"><li>• Hardware</li><li>• Software</li><li>• ICT in society</li></ul>	<ul style="list-style-type: none"><li>• Animation</li><li>• Application development</li><li>• Audio and video production</li><li>• Data management</li><li>• Digital imaging and modelling</li><li>• Network fundamentals</li><li>• Online communication</li><li>• Website production</li></ul>

- Document production

## Assessment

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

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

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

# Health

General senior subject



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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"><li>• Alcohol (elective)</li><li>• Body image (elective)</li></ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"><li>• Homelessness (elective)</li><li>• Road safety (elective)</li><li>• Anxiety (elective)</li></ul>	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

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

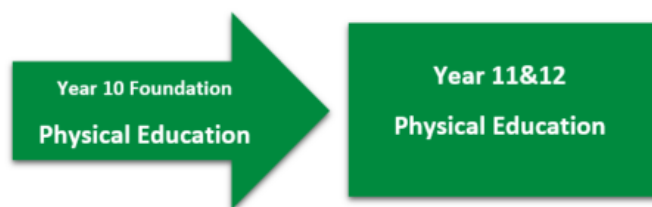
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Investigation — action research</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — analytical exposition</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>	25%

# Physical Education

## General senior subject



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

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

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

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

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

evaluate and justify strategies to achieve a particular outcome.

## Pathways

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

## Objectives

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

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

## 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%

# Biology

General senior subject



Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## 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 fee:

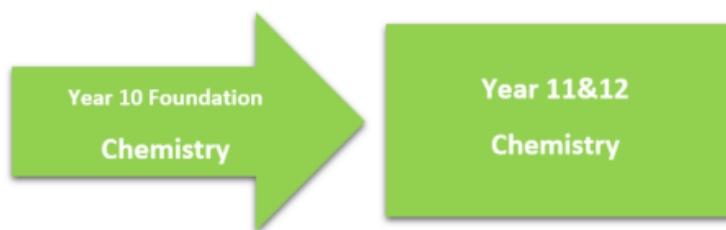
Year level	Cost *	Activity
10	\$40-60	Excursion
12	\$80-100	Compulsory Syllabus Field Studies

\*subject to change, based on numbers enrolled



# Chemistry

General senior subject



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

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

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

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

## Pathways

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

## Objectives

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

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

## 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			

# Physics

General senior subject



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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that 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):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>• Data test</li> </ul>		<ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination</li> </ul>			

# Science in Practice

Applied senior subject



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

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

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

## Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for

further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

## Objectives

By the conclusion of the course of study students should:

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

## Structure

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

Core topics	Electives
<ul style="list-style-type: none"><li>• Scientific literacy and working scientifically</li><li>• Workplace health and safety</li><li>• Communication and self-management</li></ul>	<ul style="list-style-type: none"><li>• Science for the workplace</li><li>• Resources, energy and sustainability</li><li>• Health and lifestyles</li><li>• Environments</li><li>• Discovery and change</li></ul>

## Assessment

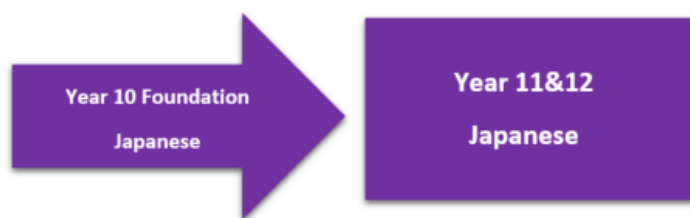
For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

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

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 200–300 words</li> <li>• spoken: 1½ – 2½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 6 A4 pages max (or equivalent)</li> <li>– presentation: 2–3 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• test: <ul style="list-style-type: none"> <li>– 20–30 minutes</li> <li>– 50–250 words per item.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Japanese

## General senior subject



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

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

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

## Pathways

A course of study in Japanese can establish a basis for further education and employment in

many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

## Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>私達のまわり</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Japanese culture to the world</li> </ul>	<b>私達の社会</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul>	<b>私の将来</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</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).

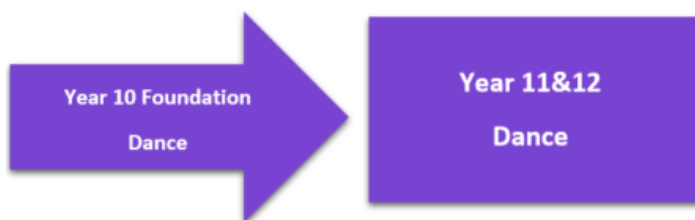
### Summative assessments

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



# Dance

General senior subject



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

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

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

## Pathways

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

## Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– Contemporary</li><li>– at least one other genre</li></ul></li><li>• Subject matter:</li></ul>	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– Contemporary</li><li>– at least one other genre</li></ul></li></ul>	<b>Moving statements</b> How is dance used to communicate viewpoints? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– Contemporary</li><li>– at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>– social, political and</li></ul></li></ul>	<b>Moving my way</b> How does dance communicate meaning for me? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– fusion of movement styles</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>– developing a personal movement</li></ul></li></ul>

<ul style="list-style-type: none"> <li>- meaning, purpose and context</li> <li>- historical and cultural origins of focus genres</li> </ul>	<ul style="list-style-type: none"> <li>• Subject matter: <ul style="list-style-type: none"> <li>- physical dance environments including site-specific dance</li> <li>- virtual dance environments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>cultural influences on dance</li> </ul>	<ul style="list-style-type: none"> <li>style <ul style="list-style-type: none"> <li>- personal viewpoints and influences on genre</li> </ul> </li> </ul>
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## Assessment

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

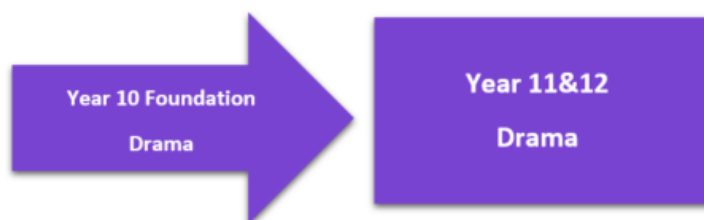
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

# Drama

General senior subject



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

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current 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
<b>Share</b> How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"><li>• cultural inheritances of storytelling</li></ul>	<b>Reflect</b> How is drama shaped to reflect lived experience? <ul style="list-style-type: none"><li>• Realism, including Magical Realism, Australian Gothic</li></ul>	<b>Challenge</b> How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"><li>• Theatre of Social Comment, including</li></ul>	<b>Transform</b> How can you transform dramatic practice? <ul style="list-style-type: none"><li>• Contemporary performance</li><li>• associated conventions of styles and texts</li></ul>

<ul style="list-style-type: none"> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<ul style="list-style-type: none"> <li>• associated conventions of styles and texts</li> </ul>	Theatre of the Absurd and Epic Theatre <ul style="list-style-type: none"> <li>• associated conventions of styles and texts</li> </ul>	<ul style="list-style-type: none"> <li>• inherited texts as stimulus</li> </ul>
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## Assessment

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

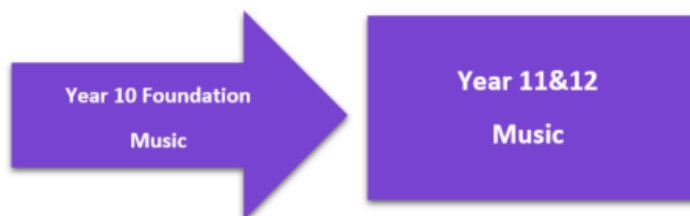
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### 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			

# Music

General senior subject



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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Designs</b> 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> 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> 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> 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.

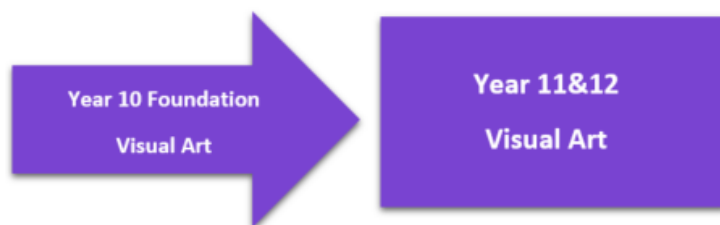
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Integrated project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Composition</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination</li></ul>			

# Visual Art

## General senior subject



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

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

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

In responding to artworks, students employ 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></p> <p>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></p> <p>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></p> <p>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></p> <p>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			



# Film, Television & New Media

## General senior subject

Year 10 Foundation  
FTV & New Media

Year 11&12  
FTV & New Media

General

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

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

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

### Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of

information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> How are tools and associated processes used to create meaning? <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul>	<b>Story forms</b> <ul style="list-style-type: none"> <li>• Concept: representations</li> </ul> How do representations function in story forms? <ul style="list-style-type: none"> <li>• Concept: audiences</li> </ul> How does the relationship between story forms and	<b>Participation</b> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> How do technologies enable or constrain participation? <ul style="list-style-type: none"> <li>• Concept: audiences</li> </ul> How do different contexts and purposes	<b>Identity</b> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> How do media artists experiment with technological practices? <ul style="list-style-type: none"> <li>• Concept: representations</li> </ul>

<p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do signs and symbols, codes and conventions create meaning?</p>	<p>meaning change in different contexts?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How are media languages used to construct stories?</p>	<p>impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	<p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>
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## 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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

# Media Arts in Practice

## Applied senior subject



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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

Core	Electives
<ul style="list-style-type: none"><li>• Media technologies</li><li>• Media communications</li><li>• Media in society</li></ul>	<ul style="list-style-type: none"><li>• Audio</li><li>• Curating</li><li>• Graphic design</li><li>• Interactive media</li><li>• Moving images</li><li>• Still image</li></ul>

## Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

## Vocational Education and Training (VET)

### DETAILED COURSE INFORMATION



# CERTIFICATE III ENGINEERING-Technical (CAD) (MEM30505)

**R.T.O Name: Shailer Park State High School R.T.O# 30434**

## GENERAL COURSE INFORMATION

This qualification prepares individuals for entry-level positions in Engineering and Drafting organisations with training in interpreting and analysing drafting specifications, interpreting and producing detail drawings, working effectively in a team, writing reports and WH&S. It will enable individuals to enter the workplace in a drafting role within a broad range of industries or, advance current career standing and opportunities. This qualification reflects the role of individuals in a variety of drafting positions who perform a range of routine tasks using practical skills and fundamental operational knowledge in a defined context, working predominantly under supervision.

## ENTRY REQUIREMENTS

There are no entry requirements for this qualification

## LENGTH OF COURSE/COURSE DURATION

This program is delivered over a period of 2 years

To attain the MEM30505 Certificate III in Engineering-Technical (CAD), 10 units must be achieved:

- **3 core unit + 7 elective units.**

CORE UNITS	
Code	Unit of competency title
MEM16006A	Organise and Communicate Information
MEM16008A	Interact with Computing Technology
MSAENV272B	Participate in Environmentally Sustainable Work Practices

ELECTIVE UNITS	
Code	Unit of competency title
MEM30031A	Operate Computer-Aided Design (CAD) System to Produce Basic Drawing Elements
MEM30032A	Produce Basic Engineering Drawings
MEM30033A	Use Computer-Aided Design (CAD) to Create and Display 3-D Models
MEM09002B	Interpret Technical Drawing
MEM09204A	Produce Basic Engineering Detail Drawings
MEM09208A	Detail Fasteners and Locking Devices in Mechanical Drawings
MEM09209A	Detail Bearings, Seals and Other Componentry in Mechanical Drawings

## COURSE STRUCTURE

Semester	Topic/Theme/Guidelines	Units of competency
1	Produce Basic Drawing Elements. <ul style="list-style-type: none"> <li>• Use Cad to create drawings, store and retrieve files.</li> </ul> Produce Basic Engineering Drawings. <ul style="list-style-type: none"> <li>• Focus on skill development.</li> <li>• Use CAD to create more complex drawings, including dimensioning, layout and presentation.</li> </ul>	MEM30031A  MEM30032A
2	Interact with Computer Technology. <ul style="list-style-type: none"> <li>• Create word processor, spread sheet and internet type documents.</li> </ul> Interpreting Technical Drawings. <ul style="list-style-type: none"> <li>• Use CAD to create drawings including surface finishes, tolerance dimensioning, limits &amp; fits and welding symbols.</li> </ul> Produce Basic Engineering Detail Drawings <ul style="list-style-type: none"> <li>• Identify drawing requirements, prepare engineering drawings and an engineering parts list, and issuing the drawings.</li> </ul>	MEM16008A  MEM09002B  MEM09204A

<b>3</b>	<p>Use Software to Communicate Information.</p> <ul style="list-style-type: none"> <li>• Create memos, formal letters access information &amp; records and prepare reports.</li> </ul> <p>Identify and Participate in Environmentally Sustainable Work Practices.</p> <ul style="list-style-type: none"> <li>• Investigate and evaluate sustainable work practices.</li> </ul> <p>Produce 3-D Engineering Drawings &amp; Create Assembly Drawings.</p> <ul style="list-style-type: none"> <li>• Create 3-D drawings, Assemblies and Exploded Views</li> </ul>	<p>MEM16006A</p> <p>MSAENV272B</p> <p>MEM30033A</p>
<b>4</b>	<p>Produce Drawing of Fasteners for Engineering Drawings.</p> <ul style="list-style-type: none"> <li>• Create detail drawings of typical fasteners used in the industry.</li> </ul> <p>Produce Drawing of Bearings &amp; Seals for Engineering Drawings.</p> <ul style="list-style-type: none"> <li>• Create detail drawings of typical bearings &amp; seals used in industry.</li> </ul>	<p>MEM09208A</p> <p>MEM09209A</p>

### CAREER PATHWAYS

After achieving this qualification candidates may wish to undertake:

Diploma of Engineering-Technical MEM50212

Bachelor of Engineering

### POSSIBLE JOB ROLES RELEVANT TO THIS COURSE

- ◆ Draftsperson
- ◆ Trainee Designer
- ◆ Technician
- ◆ Manufacturing Systems Designer
- ◆ Engineering Technician
- ◆ Engineering Production Scheduler

### ASSESSMENT/MODE OF DELIVERY

Students studying the certificate MEM30505 Certificate III Engineering-Technical will NOT receive A-E standard ratings in this subject. You will be assessed according to whether or not you have been able to demonstrate that you are **COMPETENT** in the specific units of competency within the course. Report cards will indicate that you are **COMPETENT**, **NOT COMPETENT**, or that you **WORKING TOWARDS** a competency.

### ATAR RATING

Students who successfully achieve **MEM30505 Certificate III Engineering-Technical** will be eligible to be awarded points towards their ATAR.

### FEES

There are no specific fees for this certificate

# CERTIFICATE III in (GRAPHIC) DESIGN FUNDAMENTALS (CUA30715)

## R.T.O Name: Shailer Park State High School R.T.O# 30434

### GENERAL COURSE INFORMATION

This qualification reflects the role of individuals who are developing a broad range of technical and conceptual design skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the application of introductory design theory and history. It will enable individuals to enter the workplace within a broad range of industries or, advance current career standing and opportunities. This qualification reflects the role of individuals in a variety of Graphical Design positions who perform a range of routine tasks using practical skills and fundamental operational knowledge in a defined context, working predominantly under supervision.

### ENTRY REQUIREMENTS

There are no entry requirements for this qualification

### LENGTH OF COURSE/COURSE DURATION

This program is delivered over a period of 2 years in normal class time.

To attain the CUA30715 Certificate III in Design Fundamentals, 12 units must be achieved:

- **7 core unit + 5 elective units.**

CORE UNITS	
Code	Unit of competency title
BSBDES201	Follow a Design Process
BSBDES301	Explore the use of Colour
BSBDES302	Explore and Apply the Creative Design Process to 2D Forms
BSBDES303	Explore and Apply the Creative Design Process to 3D Forms
BSBDES304	Source and Apply Design Industry Knowledge
BSBWHS201	Contribute to Health and Safety of Self and Others
CUAACD301	Produce Drawings to Communicate Ideas

ELECTIVE UNITS	
Code	Unit of competency title
ICPPRP325	Create Graphics using a Graphics Application
CUAGRD302	Use Typography Techniques
BSBDES305	Source and Apply Information on the History and Theory of Design
CUAPPR401	Realise a Creative Project
BSBDES402	Interpret and Respond to a Design Brief

### COURSE STRUCTURE

Semester	Topic/Theme/Guidelines	Units of competency
1	Source and Apply Information on the History and Theory of Design <ul style="list-style-type: none"> <li>• Assess which aspects of information on design history and theory could be used or adapted to inform current practice</li> </ul>	BSBDES305
	Contribute to Health and Safety of Self and Others <ul style="list-style-type: none"> <li>• Plans, organises and implements routine tasks in order to optimise health and safety</li> </ul>	BSBWHS201
	Explore the use of Colour <ul style="list-style-type: none"> <li>• Investigate how colour might be used to communicate a particular idea or concept</li> </ul>	BSBDES301



2	<p>Follow a Design Process</p> <ul style="list-style-type: none"> <li>Explore different options and ideas for meeting objectives</li> </ul> <p>Use Typography Techniques</p> <ul style="list-style-type: none"> <li>Develop the typographic work with the selected approach according to the brief</li> </ul> <p>Explore and Apply the Creative Design Process to 2D Forms</p> <ul style="list-style-type: none"> <li>Investigate and reflect on how a particular concept or idea might be communicated in 2D</li> </ul> <p>Produce Drawings to Communicate Ideas</p> <ul style="list-style-type: none"> <li>Select approaches that best suit the purpose of drawings and their presentation context</li> </ul>	<p>BSBDES201</p> <p>CUAGRD302</p> <p>BSBDES302</p> <p>CUAACD301</p>
3	<p>Interpret and Respond to a Design Brief</p> <ul style="list-style-type: none"> <li>Refine options and select approach which best meets design brief requirements</li> </ul> <p>Explore and Apply the Creative Design Process to 3D Forms</p> <ul style="list-style-type: none"> <li>Investigate and reflect on how a particular concept or idea might be communicated in 3D form</li> </ul> <p>Source and Apply Design Industry Knowledge</p> <ul style="list-style-type: none"> <li>Source information on ethical and legal work practices in the context of design</li> </ul>	<p>BSBDES402</p> <p>BSBDES303</p> <p>BSBDES304</p>
4	<p>Realise a Creative Project</p> <ul style="list-style-type: none"> <li>Evaluate creative work in progress and respond to conceptual and technical issues by adjusting work as required</li> </ul> <p>Create Graphics using a Graphics Application</p> <ul style="list-style-type: none"> <li>Objects are layered to create animation frames and exported for animation set-up</li> </ul>	<p>CUAPPR401</p> <p>ICPPRP325</p>

### CAREER PATHWAYS

After achieving this qualification candidates may wish to undertake:

Certificate IV in Design CUA40715

Diploma of Graphic Design CUA50715

Advanced Diploma of Creative Product CUA60415

Bachelor of Design

Masters of Design Fundamentals

### POSSIBLE JOB ROLES RELEVANT TO THIS COURSE

- ◆ Graphic Designer
- ◆ Industrial Designer
- ◆ Advertising/Marketing
- ◆ Communications Advisor (Graphic Design)
- ◆ Content Designer
- ◆ Fashion Designer/Production Manager

### ASSESSMENT/MODE OF DELIVERY

Students studying the certificate CUA30715 Certificate III in Design Fundamentals will NOT receive A-E standard rating in this subject. You will be assessed according to whether or not you have been able to demonstrate that you are **COMPETENT** in the specific units of competency within the course. Report cards will indicate that you are **COMPETENT**, **NOT COMPETENT**, or that you **WORKING TOWARDS** a competency.

### ATAR RATING

Students who successfully achieve **CUA30715 Certificate III in Design Fundamentals** will be eligible to be awarded points towards their ATAR.

### FEES

The \$100 associated with this course relates to the cost of consumable goods necessary to source products and materials that are an extra learning opportunity presented within this course. Students may wish to purchase a personal laptop that will enhance their project work.

Please see school website for full payment terms and conditions/refund policy information.

<https://shaiparkshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation>

# CERTIFICATE III AVIATION (AVI30316)

## R.T.O Name: Shailer Park State High School R.T.O# 30434

### GENERAL COURSE INFORMATION

Students completing this certificate will gain a Drone Pilots licence and an Aeronautical Radio Qualification. The career choice is varied from the Drone Photography, Industrial Inspections, 3D Mapping, Surveying to Emergency Services and Scientific Research.

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

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

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

### ENTRY REQUIREMENTS

Candidates must satisfy General and Aviation English Language Proficiency (ELP) requirements as directed by aviation regulatory authorities.

### LENGTH OF COURSE/COURSE DURATION

This program is delivered over a period of 2 years

To attain the AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight) 14 units must be achieved:

- **14 Core Units Only.**

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

### COURSE STRUCTURE

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

## CAREER PATHWAYS

After achieving this qualification candidates may wish to undertake:

Diploma of Aviation AVI50115 (Air Traffic Control)

Diploma of Aviation AVI50215 (Commercial Pilot Licence)

## POSSIBLE JOB ROLES RELEVANT TO THIS COURSE

- ◆ Drone Pilot
- ◆ Flight Attendant
- ◆ Aircraft Refueller
- ◆ Aircraft Maintenance Technician
- ◆ Aerodrome Reporting Officer
- ◆ Baggage Handler/Ground Crew

## ASSESSMENT/MODE OF DELIVERY

Students studying AVI30316 Certificate III in Aviation will NOT receive A-E standard ratings in this subject. You will be assessed according to whether or not you have been able to demonstrate that you are **COMPETENT** in the specific units of competency within the course. Report cards will indicate that you are **COMPETENT, NOT COMPETENT**, or that you **WORKING TOWARDS** a competency.

## ATAR RATING

Students who successfully achieve **AVI30316 Certificate III in Aviation** will be eligible for points toward their ATAR.

## FEES

The \$150 associated with this course relates to the cost of consumable goods necessary to build/repair UVA's that are an extra learning opportunity presented within this course. There would also be a cost of purchasing a drone if students wish to pursue a career in the drone industry. Students wishing to be fully licenced may wish to sit a test through CASA which will attract a fee. Please see school website for full payment terms and conditions/refund policy information.

<https://shaiparkshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation>

# CERTIFICATE II HOSPITALITY (SIT20316)

**R.T.O Name: Shailer Park State High School R.T.O# 30434**

## GENERAL COURSE INFORMATION

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not provide the skills required by commercial cooks, which are covered in SIT30816 Certificate III in Commercial Cookery.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

## ENTRY REQUIREMENTS

There are no entry requirements for this qualification

## LENGTH OF COURSE/COURSE DURATION

This program is delivered over a period of 1 year.

To attain the SIT20416 Certificate II in Kitchen Operations, 13 units must be achieved:

- **8 core unit + 5 elective units.**

CORE UNITS	
Code	Unit of competency title
BSBWOR203	Work Effectively with Others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

ELECTIVE UNITS	
Code	Unit of competency title
BSBCMM201	Communicate in the workplace
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare and present appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices

## COURSE STRUCTURE

Semester	Term	Topic/Theme/Guidelines	Units of competency
1	1	<ul style="list-style-type: none"> <li>- Use hygienic practices for food safety</li> <li>- Participate in safe work practices</li> <li>- Prepare and present simple dishes</li> <li>- Maintain the quality of perishable items</li> <li>- Clean kitchen premises and equipment</li> </ul>	SITXFSA001 SITXWHS001 SITHCCC002 SITXINV002 SITHKOP001
	2	<ul style="list-style-type: none"> <li>- Work effectively with others</li> <li>- Prepare and present appetisers and salads</li> <li>- Communicate in the workplace</li> <li>- Prepare dishes using basic methods of cookery</li> <li>- Use food preparation equipment</li> </ul>	BSBWOR203 SITHCCC006 BSBCMM201 SITHCCC005 SITHCCC001

2	3	<ul style="list-style-type: none"> <li>- Use cookery skills effectively</li> <li>- Prepare vegetable, fruit, egg and farinaceous dishes</li> </ul>	SITHCCC011 SITHCCC008
	4	<ul style="list-style-type: none"> <li>- Participate in environmentally sustainable work practices</li> <li>- Celebration dinners for seniors/whole school</li> </ul>	BSBSUS201 Consolidating & finalising of evidence of competency

### CAREER PATHWAYS

After achieving this qualification candidates may wish to undertake:  
 Certificate III in Hospitality SIT30616  
 Diploma of Hospitality Management SIT50416

### POSSIBLE JOB ROLES RELEVANT TO THIS COURSE

- ◆ breakfast cook
- ◆ catering assistant
- ◆ fast food cook
- ◆ sandwich hand
- ◆ takeaway cook.

### ASSESSMENT/MODE OF DELIVERY

Students studying the certificate SIT20316 Certificate II in Hospitality will NOT receive A-E standard ratings in this subject. You will be assessed according to whether or not you have been able to demonstrate that you are **COMPETENT** in the specific units of competency within the course. Report cards will indicate that you are **COMPETENT**, **NOT COMPETENT**, or that you **WORKING TOWARDS** a competency.

### FEES

Course costs are \$150 for the certificate. An additional cost will be incurred in purchasing a Chef's uniform. These are available through an external provider. Details will be provided to students upon enrolment. Please see school website for full payment terms and conditions/refund policy information.

<https://shaiparkshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx>

## CERTIFICATE II KITCHEN OPERATIONS (SIT20416)

### R.T.O Name: Shailer Park State High School R.T.O# 30434

#### GENERAL COURSE INFORMATION

The Certificate II has been designed to provide our students with the skills and knowledge to be fluent in a range of activities and functions for those seeking a professional career pathway in the Hospitality Industry. The certificate provides students with a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops.

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

#### ENTRY REQUIREMENTS

There are no entry requirements for this qualification

#### LENGTH OF COURSE/COURSE DURATION

This program is delivered over a period of 1 year.

To attain the SIT20316 Certificate II in Hospitality, 12 units must be achieved:

- **6 core unit + 6 elective units.**

CORE UNITS	
Code	Unit of competency title
BSBWOR203	Work Effectively with Others
SITHIND002	Source and use information of the hospitality industry
SITHIND003	Use Hospitality skills effectively
SITXCOM002	Show social and cultural sensitivity
SITXCCS003	Interact with customers
SITXWHS001	Participate in safe work practices

ELECTIVE UNITS	
Code	Unit of competency title
SITXFSA001	Use hygienic practices for food safety
BSBCMM201	Communicate in the workplace
SITHFAB002	Provide responsible service of alcohol
SITHCCC002	Prepare and present simple dishes
SITHFAB204	Prepare and serve Espresso beverages
SITHCCC006	Prepare and present appetisers and salads

#### COURSE STRUCTURE

Semester	Term	Topic/Theme/Guidelines	Units of competency
1	1	<ul style="list-style-type: none"> <li>- Use hygienic practices for food safety</li> <li>- Participate in safe work practices</li> <li>- Prepare and present simple dishes</li> <li>- Interact with customers</li> </ul>	SITXFSA001 SITXWHS001 SITHCCC002 SITXCCS003
	2	<ul style="list-style-type: none"> <li>- Work effectively with others</li> <li>- Prepare and present appetisers and salads</li> <li>- Communicate in the workplace</li> <li>- Prepare and serve espresso coffee</li> <li>- Provide responsible service of alcohol (Provided by External Training)</li> </ul>	BSBWOR203 SITHCCC006 BSBCMM201 SITHFAB204 SITHFAB002
2	3	<ul style="list-style-type: none"> <li>- Use Hospitality skills effectively</li> <li>- Source and use information on the hospitality industry</li> </ul>	SITHIND003 SITHIND002
	4	<ul style="list-style-type: none"> <li>- Show social and cultural sensitivity</li> <li>- Set up other premises to provide for variety of service</li> <li>- Ceremonies for international guests</li> <li>- Celebration dinners for seniors/whole school</li> </ul>	SITXCOM002 Consolidating & finalising of evidence of competency

## CAREER PATHWAYS

After achieving this qualification candidates may wish to undertake:

Certificate III in Hospitality SIT30616

Diploma of Hospitality Management SIT50416

## POSSIBLE JOB ROLES RELEVANT TO THIS COURSE

- ◆ Café/restaurant Attendant
- ◆ Food and Beverage Attendant
- ◆ Front Office Assistant
- ◆ Barista
- ◆ Bottle shop attendant

## ASSESSMENT/MODE OF DELIVERY

Students studying the certificate SIT20316 Certificate II in Hospitality will NOT receive A-E standard ratings in this subject. You will be assessed according to whether or not you have been able to demonstrate that you are **COMPETENT** in the specific units of competency within the course. Report cards will indicate that you are **COMPETENT, NOT COMPETENT**, or that you **WORKING TOWARDS** a competency.

## FEES

Course costs are \$150 for the certificate. Responsible service of Alcohol is provided through Training Direct at an additional cost \$25.00. An additional \$15 for uniform hire is also payable for the duration of the certificate course. Please see school website for full payment terms and conditions/refund policy information. <https://shajparkshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx>

## CERTIFICATE II HEALTH SUPPORT SERVICES (HLT23215)

### R.T.O Name: Shailer Park State High School R.T.O# 30434

#### GENERAL COURSE INFORMATION

The Certificate II has been designed to provide our students with the skills and knowledge to be fluent in a range of activities and functions for those seeking a career pathway in the Health Industry. It is an informative and practical course with topics relevant to the current health care industry including; Individual needs planning, health and well-being strategies.

The certificate provides students with a pathway to work in various health settings, such as Hospitals, Occupational Therapy Providers, Medical Centres, Nursing Homes, Child Care Centres, Aged Care Facilities, Catering Operations, and Health Care Maintenance Operations.

This qualification reflects the role of individuals who use a defined and limited range of health operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

#### ENTRY REQUIREMENTS

There are no entry requirements for this qualification

#### LENGTH OF COURSE/COURSE DURATION

This program is delivered over a period of 1 year.

To attain the HLT23215 Certificate II in Hospitality, 12 units must be achieved:

- **4 core unit + 8 elective units.**

CORE UNITS	
Code	Unit of competency 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

ELECTIVE UNITS	
Code	Unit of competency title
BSBWOR203	Work effectively with others
HLTFSE001	Follow basic food safety practices
BSBWOR202	Organise and complete daily work activities
CHCCS026	Transport individuals
CHCCOM001	Provide first point of contact
CHCCS020	Respond effectively to behaviours of concern
BSBADM101	Deliver a service to customers
CHCDIV001	Work with diverse people

#### COURSE STRUCTURE

Semester	Term	Topic/Theme/Guidelines	Units of competency
1	1	Work effectively with others Communicate and work in health or community services Work with diverse people	BSBWOR203 CHCCOM005 CHCDIV001
	2	Participate in workplace health and safety Provide first point of contact	HLTWHS001 CHCCOM001
2	3	Deliver a service to customers Provide first point of contact Organise and complete daily work activities	BSBADM101 CHCCOM001 BSBWOR202
	4	Transport individuals Follow basic food safety practices	CHCCS026 HLTFSE001

#### CAREER PATHWAYS

After achieving this qualification candidates may wish to undertake:  
Certificate III in Health Support Services HLT33215



Certificate III in Health Administration HLT32912  
Diploma of Nursing HLT54115

**POSSIBLE JOB ROLES RELEVANT TO THIS COURSE**

Health Services Assistant, Orderly, Hospital Cleaner, Stores Assistant, Health Support Services Worker, Food Services Deliverer, Ward Assistant, Production Cook, Groundsperson, Health Administrative Worker, Kitchenhand, Hospital Grounds Maintenance Worker, Community Services Driver, Nutrition Assistant, Pathology Courier, Kitchen Attendant, Caretaker, Laundry Operator, Food Service Assistant, Hospital Maintenance Worker, Admissions Clerk (Health Services), Institutional Cook, Food Service Worker, Client Assistant, Housekeeping Attendant, Nurse's Aide, Ward Clerk, Hospital Porter.

**ASSESSMENT/MODE OF DELIVERY**

Students studying the certificate HLT23215 Certificate II in Health Support Services will NOT receive A-E standard ratings in this subject. You will be assessed according to whether or not you have been able to demonstrate that you are **COMPETENT** in the specific units of competency within the course. Report cards will indicate that you are **COMPETENT, NOT COMPETENT**, or that you **WORKING TOWARDS** a competency.

**FEES**

Course costs are \$40 for the certificate. Please see school website for full payment terms and conditions/refund policy information. <https://shaiparkshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx>



# VOCATIONAL PATHWAYS

— *Lifting Aspirations* —

● EXCELLENCE ● OPPORTUNITY ● EMPOWERMENT

## Career Ready Programs - Application

Shailer Park State High School is a progressive campus whose big plans and bold ambitions have seen it become one of the most successful independent public high schools. With excellent teaching and training practices, high expectations and a supportive, nurturing educational community, students are continuously guided throughout their personal pathway to success. A tradition of excellence has been created and maintained through our vocational pathways that aim to prepare students and assist them to be 'ready' for a career. These pathways include the Trade Ready, Tech Ready, Health Ready, Event Ready and iCreate Ready Programs. These Programs further challenge and extend students with exceptional vocational abilities and strengthen their love of learning in a specific field, developing Resilient, Reflective, Resourceful and Relational learners.

Our Vocational Career Ready Programs offer personalised learning approaches to reflect your student's needs, in conjunction with strong industry and institutional partnerships. Students will be equipped to succeed.

We welcome you to explore our Vocational Career Ready Programs where big plans are made together and bold ambitions are goals to be realised.

*Dorothea Jensen*  
Principal



The **Values** underpinning the learning of the Career Ready Programs are:



Each Career Ready Program is managed and supported by **key stakeholders and teams**, who provide opportunities and guidance for all students. These people are:

- Deputy Principal – Senior Schooling
- Head of Vocational Education
- Industry Liaison Officer (ILO)
- Career Ready Mentors
- Teaching and Training Staff
- Industry Partners
- Previous Students
- Parents, and Parents and Citizens Association
- Community Partners

*Career Ready Programs at Shailer Park State High have been carefully created to reflect the needs of industry and employers in South East Queensland. The growth areas continue to be building & construction, technology, the health sector and hospitality.*

*The benefits of being in a "Ready" program include:*

- Meetings with our Industry Liaison Officer
- Industry placement/work experience opportunities
- Personalized pathways mentor
- Mathematics and English tutoring
- Opportunity for a school based traineeship/apprenticeship in Year 11 & 12
- Pathways into TAFE which can lead to bridging courses into university or

## Enrolment and Support

The Vocational Pathways Team will connect with students in the following activities to support and develop their engagement in the “**Career Ready Programs**”:

### 1) **Application**

Students will need to complete the written application included in this document and bring to their JET/Set planning interview along with the subject selection form.

### 2) **Shortlisting and Interviews**

Interviews will be conducted during the JET/SET planning meeting. Second & third choice programs must be selected at that time for students who are not successful in gaining entry into their first “**Career Ready Program**” choice.

Applicants will be shortlisted based on their written application and supporting documentation such as:

- Academic report cards, NAPLAN reports and other test data. Results in effort and behaviour are highly regarded and valued by the Career Ready Program Team.
- Relevant certificates and achievements.
- Endorsement by a current teacher.
- Other relevant experience.

Successful applicants will be notified before the end of the year.

Should students not be successful, they will receive their second or subsequent choice of program.

### 3) **Payment of Fees**

Some of the **Career Ready Programs** attract a fee in the final two years (Years 11 and 12) of the course. These are listed in the Senior Student Handbook (located on our school website). Students with outstanding fees by the end of term 1 will be withdrawn from the **Career Ready Program**. For cases of financial hardship please direct all inquiries to the Shailer Park State High School Business Manager.

### 4) **Support for Students**

Each **Career Ready Program** will be supported by a Mentor who will monitor student engagement in the program. Effort, behaviour, achievement and attendance data will be monitored, and must be at a satisfactory or above for students to continue in the program. Students are expected to follow the School Code of Conduct that focuses on Resilient, Reflective, Resourceful and Relational learners. Students who do not fulfil their obligations under the Code will be considered for withdrawal from the **Career Ready Program** and will forfeit all payments to date. Students who are not adhering to the Code may also be withdrawn from any Traineeships, School Based Apprenticeships or Structured Work Placement, at the discretion of the Head of Vocational Education and the Industry Liaison Officer.

### 5) **Process for Withdrawal of a Student from a Career Ready Program**

Students will be provided with support and mentoring to maximise their opportunities for success. If issues arise, there will be clear and timely communication with the student and families, with strategies developed for addressing any issues that are impacting meaningful engagement in the program. The steps enacted by the Head of Vocational Education, the ILO and the Career Ready Mentors and possible actions are listed below and reflect the intentions of the School’s Behaviour Development Plan for Students.

#### **LEVEL 1 - Monitoring**

Behaviours include:

- Breach of Code/WH&S issue
- Not passing subjects or on track for certificate courses.
- Unsatisfactory rate of attendance at school/class.
- Non-payment of fees.
- Breach of any other policies e.g. Dress Code.

#### **Actions**

- Warning: Student/Family to provide a response to warning.
- Conversation between program mentor, HOD Vocational Education and family.
- UPLIFT Monday afternoon
- Withdrawal from activities, work placement opportunities etc.

#### **LEVEL 2 – Show Cause**

If the breach of the relevant Code or School Policies continues:

#### **Actions**

- Show-Cause Letter (Stage 1 Cancellation) issued during meeting with Senior Schooling Deputy Principal.
- Student-developed action plan
- Review of application and eligibility.
- Other actions as per Level 1

#### **LEVEL 3 - Cancellation**

If no response or no improvement after Level 2

#### **Actions**

- Notice of Cancellation of Enrolment
- Contact with family to issue notice and arrange a meeting time.
- Family meeting with Head of Vocational Education and Senior Deputy.
- Support from Youth Support Coordinator (YSC) and Transition Pathways Officer (TPO) to find alternative education pathway or fulltime employment.

## Career Ready Program Application Form

Required at JET planning – must be attached to Subject Selection form to be considered.

<i>Student name</i>		<i>Date of Birth</i>	
<i>Parent/Guardian name</i>			
<i>Email</i>		<i>Phone</i>	

### Personal Statement by student

<b>My Career Ready first preference is</b>	
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1. In your own words, please explain why you would like to enrol in this **Career Ready Program**:

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2. Outline why you would be suitable for the **Career Ready Program**:

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3. What do you bring (skills/aptitude/previous knowledge etc.) to the **Career Ready Program**?

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4. Provide any extra information you believe will assist you in gaining entry into the **Career Ready Program**:

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*Provide information regarding any connections you may have (family/friends) with an employer who may be interested in hosting you for work experience (leave blank if unknown):*

<i>Contact Name:</i>		<i>Company:</i>	
<i>Phone:</i>		<i>Email:</i>	

#### **Endorsement by current Teacher:**

This student is currently enrolled in my \_\_\_\_\_ class. I support their application to enrol in their chosen **Career Ready Program**.

Teacher Name and Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Support by Parent/Guardian:**

As Parent/Guardian of \_\_\_\_\_, I support their application to enrol in the \_\_\_\_\_ **Career Ready Program** and understand the enrolment expectation associated.

Parent/Guardian name and Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE:** attach any extra information indicating past effort/ behaviour, suitability for the chosen program and/or any further recommendations.