Atherton State High School

Alis Aquilae - On Eagles' Wings

SENIOR LEARNING GUIDE

Principal's Welcome

For more than sixty years, Atherton State High School has provided opportunities for students to pursue their dreams. Every child's future is unique and the choice of learning pathway sets a student on the road to realise these dreams.

Atherton State High School's purpose is to provide an educational service to our community that develops the physical, emotional, social and intellectual capability of the child so that they achieve their learning goals. A broad choice of academic, vocational and cultural programs allows students every chance to successfully achieve this purpose.

In the senior phase of schooling, students refine their choices after completing core and elective courses of study in Junior Secondary. The process of considering and selecting a pathway requires every student to access information that enables them to make an informed choice for their final years of schooling.

The guidance provided by staff and the support provided by parents at this time assists every student in make the best possible choices. Building and maintaining these positive partnerships between staff, parents and students maximises the potential for success in a student's final years of schooling.

These partnerships, combined with strong community support for our community's school, provide the strongest possible foundation to deliver a successful Senior Schooling experience for every child.

I wish every student the best with their Senior Schooling subject selections and reaffirm my staff's commitment to deliver an educational experience that assists the realisation of their dreams.

Regards

Tony Whybird
Principal

Contents

Atherton State High School curriculum structure

Atherton State High School is proud to offer a full and diverse range of subject offerings within its curriculum structure. The structure enables students to continue to specialise whilst ensuring national and state mandated curriculum requirements are met.

Beginning in Year 7, students engage in the *Australian Curriculum* through the core subjects of English, Maths, Science, Humanities and Health and Physical Education and through the rotation subjects of Art, Drama, Music, Information Communication and Technology, Home Economics, Japanese, Digital Studies and Design and Technology.

The focus of the Year 7 curriculum structure is to establish familiarity for the students with the more defined and specialised subjects in the secondary context. Rotation subjects are taught by specialist teachers for one term's duration. Rotations enable students to experience the range of discipline areas to identify and reinforce areas of interest and skill.

In Years 8, 9 and 10 students take increased ownership of their future pathways by choosing two elective subjects from the range of subject offerings listed in the Learning Guide. Ideally students will choose these subjects for one year in Year 8 and the two years in Year 9 and 10, however, opportunities exist for students to adjust their subject selections if they find that their interests and goals change over these years.

Years 9 and 10 subjects become more specialised. Students gain an increased awareness of their likes, dislikes, skills and abilities, and begin to consider possible future pathways. In Years 11 and 12, students have the most choice in their learning. In this phase of learning, students are supported to develop an increased sense of autonomy and ownership of learning. Students develop pathways that enable them to transition to further training such as university, TAFE, traineeships, apprenticeships, or to full time employment. Students from Year 10 to 12 are supported by the Senior Schooling staff to individualise their program of study to fulfill their needs.

As a regional rural school, we are pleased to offer such an exciting range of choices and opportunities for students to maximise their educational and personal success and prepare for their future pathways. We look forward to working with you and your child as they build the foundations for future success at Atherton State High School.

Atherton State High School operates five lessons each day with two 40-minute breaks. Seven subjects are studied in any one semester until the completion of Year 10 comprising of the five core subjects and the two electives. In Years 11 and 12, students study six subjects comprising of the two core subjects (an English and a Mathematics) as well as four elective subjects.

Senior Education Profile

Students who complete study to the end of Year 12 in Queensland are issued with a Senior Education Profile (SEP). This profile may include a:

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

Planning for the QCE usually starts in Year 10. A Senior Education and Training (SET) Plan is developed in Term 3 of Year 10 to map a student's future education and/or employment goals and their QCE pathway.

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. Students who are on a QCIA pathway will have had contact from the school prior to commencing Year 11.

Senior subjects

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

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

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

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 their 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 is comprised of a combination of internal and external assessment. Student results in these assessment items contribute to the award of a QCE and to ATAR calculations.

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 syllabuses are underpinned by 21st century skills. These are 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.

External assessment

All General subjects entail an external assessment at the end of Unit 4. This 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 information) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

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. Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.

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.

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.

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 common internal assessment for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The common internal assessment 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 common internal assessment is not privileged over the other summative internal assessment.

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.

Vocational pathways

Students can access VET programs through:

- the school as a registered training organisation (RTO)
- an external provider who is an RTO who has a third-party arrangement with
- school-based apprenticeships or traineeships.

The flexibility of the QCE allows students to utilise a number of different education and training pathways while still attending school. Opportunities exist for students to undertake a school-based

apprenticeship, a school-based traineeship or a certificate course while at school. Students can undertake a fully vocational pathway or can combine a VET course with General and Applied courses of study to gain a QCE and, in some circumstances, an ATAR. Students interested in these pathways should contact the VET co-ordinator located in the Student Services block.

Course fees and payment requirements for VET courses vary. Course fees for three courses offered through Atherton High (Certificate III in Business, Certificate III in Fitness and Certificate III in Early Childhood Education and Care) must be paid on commencement of the course as these courses are delivered via external providers. See descriptions of each certificate option at the end of this booklet for more information.

School-based traineeships and apprenticeships

The school-based apprenticeships and traineeships (SAT) program is a government initiative to broaden options for students whilst they are completing post-compulsory schooling.

The SAT Program allows a student to gain relevant skills in paid employment which leads to a partial or complete vocational education and training (VET) qualification whilst they are working towards a QCE.

Year 10 students interested in commencing a SAT will still choose the required six subjects for Year 11. If the student is later signed up as a school-based apprentice or trainee, they may be eligible to drop a subject after they have completed the SAT probationary period (usually one month). Students, who are already signed into a school-based traineeship or apprenticeship by the end of Year 10, or beginning of Year 11, may be eligible to drop one subject from the start of the Year 11.

It is important to note, students and parents should be aware that when they choose a VET option such as school-based traineeship or apprenticeship, TAFE courses, etc. – they may be required to miss a whole day of school, and this may impact other subject delivery accessed on the timetable this day. VET students must be highly organised, committed to their outcome, and able to manage their time to be successful.

Distance education

Atherton State High School can offer students the option of studying distance education subjects through Cairns, Brisbane and Charters Towers Schools of Distance Education, if places are available. Distance education is only on offer for students wishing to study a subject that the school does not offer, such as a language or when there is a timetable clash.

If interested in studying a subject through Distance Education, you need to ensure that

- you are self-motivated
- able to study by yourself
- you have access to technology, the internet, and a phone for lessons

An interview with the Head of Senior Schooling and the faculty Head of Department (if the subject is already offered in our school) will also need to occur before approval is granted to study a distance education subject.

There is a separate enrolment form and subject charge for these subjects and students will need to pay these before enrolment occurs. The subject charge for distance education enrolments remains due even if a student changes their mind after enrolment.

Successful students will have distance education lessons allocated on their timetable where they will access learning through the library.

Online lessons are compulsory and may need to be viewed twice a week. Online lessons may not occur during the allocated distance education lessons but are generally recorded for students to access at any time. Scheduling of online lessons are generated through the individual School of Distance Education and are published on their websites. Some online lessons commence at 8:00 am.

More information is available at the following websites:

- www.cairnssde.eq.edu.au
- www.brisbanesde.eq.edu.au
- https://charterstowerssde.eq.edu.au

Selecting your subjects

In order to maximise your performance and attain your goals you should study the subjects that you enjoy and are good at.

It is all very well to keep all your options open by taking specific prerequisite subjects, however, by doing subjects that you find too difficult or that are not suited to you, you may actually reduce your options in terms of your results and consequently the QCE or ATAR you achieve. You need to consider that if a university or TAFE course you want to do has a prerequisite subject you find too difficult at school, how will you be able to achieve what is required by that course at the University level?

In choosing your senior subjects, you must also adhere to the following conditions:

- All students must study an English subject
- All students must study a Maths subject
- You may choose any combination of six subjects, including your English and Mathematics choices. The school will endeavour to give you your choices but there is no guarantee.

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

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

- Carefully read the subject descriptions and course outlines in this guide
- Talk to Heads of Departments and teachers of each subject
- Look at books and materials used in the subject and
- Listen carefully at subject selection talks
- Talk to students who are already studying the subject
- Check subject and course prerequisites and requirements

As an overall plan, it is suggested that you choose subjects that:

- you enjoy
- you have achieved good results
- reflect your interests and abilities
- fulfil tertiary prerequisites for your chosen course
- will help you reach your future study, career and employment goals

Do not choose your subjects because:

- your friend is taking that subject - their choice may not be the right one for you
- you do or don't like the teacher - there is no guarantee that you will have any particular teacher
- someone told you that the subject is fun or boring – you need to make up your own mind according to your own needs and preferences

- someone told you that you do or don't need that subject for the course you want to get into – you need to check in Tertiary Prerequisites or see the Guidance Officer to confirm this information

Choose very carefully. Subject changes are not always possible and are only permitted at certain times.

Subject changes in Year 11 and 12 may also impact on both a students' ATAR and QCE eligibility. If you have any enquiries regarding choosing your subjects please contact the relevant Heads of Department, the Guidance Officer, or the Head of Senior Schooling.

The requirements for the QCE or QCIA and the impacts of subject selections and changes are discussed with parents and students at various times throughout the senior years and include but are not limited to

- Curriculum Information evening being held in Term 3
- SET P Interviews for Year 10 students in August
- SET P reviews as required or requested
- Senior School parades

Changes to courses of study

Students and parents should note that all Senior Subjects are two year/four unit programs which demand not only a strong commitment to study but also regular class attendance so that the aims and objectives within a given subject can be fully satisfied.

Attendance and engagement in coursework to demonstrate the requirements of a course will determine whether a student gains credit for any given semester's work within a subject. Absences require medical certificates to ensure successful completion of the course.

Students are not permitted to change subjects unless extensive consultation has occurred between the student's parents/guardians and the class teacher, Heads of Department, Guidance Officer and/or Student Services staff.

In Year 11 and 12, students are required to study six subjects unless:

- The student is signed into a school-based traineeship or apprenticeship in which case he/she will study four or five school subjects with the traineeship counting as the fifth and sixth. This will depend on the arrangements of the apprenticeship or traineeship and the impact on learning for the student.
- There is an ongoing medical circumstance affecting learning. The decision to carry a lesser number of subjects will be left with the Principal in negotiation with the family.
- The student is experiencing difficulties associated with extraordinary family circumstances - again the decision is left to the Principal, in consultation with the family
- The student is doing further study with another institution, e.g., TAFE, Distance Education.

If a change of subject is considered appropriate for a student, the change will generally occur only within the first two weeks of a unit.

Enrolment in a certificate or traineeship or apprenticeship may require a change outside of the start of unit /semester guidelines.

A change of subject at the end of Semester 1 Year 11, or first two weeks of Year 12, Semester 3, will mean that the student can only expect to be credited with having completed one or two out of the four units for the new subject. It should also be noted that tertiary institutions often stipulate that a specific number of semesters need to have been completed as a prerequisite for course entry. Subject changes will also influence QCE credits and will require alteration of a student's SET Plan if approved.

Year 10 Subjects

In Year 10, students study five core subjects and two electives. English, Maths and Science are studied four lessons per week for the whole year (two semesters), while Health and Physical Education and Humanities are studied four lesson per week for one semester only. Students select two elective subjects from any faculty area, which are studied four lessons per week for the full year.

Subject area	Core	Electives
English	English	N/A
Maths	Maths / Maths Extension	N/A
Science	Science	Agricultural Science
Health and Physical Education	Health and Physical Education	Health and Physical Education Extension
Humanities and Languages	History & Geography	Japanese
The Arts	N/A	Drama Music Visual Art
Technologies	N/A	Digital Technology Industrial Technology and Design Textiles and Food Studies

English

Core

The English Department of Atherton State High School is committed to providing opportunities to all our students to engage in a high-quality education, and excellence in teaching and learning. Our Senior School program for Year Ten is aligned to the Australian Curriculum and C2C units released by the Teaching and Learning Branch of Education Queensland, and are adapted to suit the context of our learners in the Far North Queensland region. This course is informed by the demands of the Senior English courses offered in General English, General Literature, and Applied Essential English.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The study of English helps young people develop the **knowledge and skills** needed for education, training and the workplace. It helps them become **ethical, thoughtful, informed and active** members of our local, national and global communities.

Pathways

English is a core subject for all students. It is the pathway subject for English, Literature and Essential English senior courses.

Aims

The Australian Curriculum: English aims to ensure that students:

- listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

Structure

Term 1	Term 2	Term 3	Term 4
• Unit 1 – Finding the gaps **Responding to and transforming a novel**	• Unit 2 - SLAM IT **Responding to and analysing social, moral and ethical representations in poetry**	• Unit 3 –Heads, Hearts and Humour **Reading and Responding to transformations in Shakespeare**	• Unit 4 – Laughing with Knives **Understanding and analysing satire as a tool for social comment**

Assessment

This course involves both summative and on-going monitoring task. Tasks include imaginative, persuasive and exposition genres. Students are encouraged to show increasing independence in production as they move

towards Senior English. English uses both written and spoken delivery. **It is a requirement of this course that students participate in both modes.** In the English Department, we use "THE WRITING PROCESS" and students can submit ONE DRAFT to their teacher for feedback.

A draft in English is a piece of work that is nearly good enough to be submitted. Students are also taught to use peer and self-editing steps,and are expected to actively engage in this process to help support and develop their response. Students are supported in their assessment with exemplars of the task and scaffolding to develop their idea.

Resource Requirements

Access to all novels and other texts studied in the course are provided by Atherton SHS under the Student Resource Scheme. Other equipment requirements are included on the ASHS resource list. There is no additional subject fee for the study of this subject.

Health and Physical Education

Core

In year 10 Health and Physical Education, students will complete the subject for the duration of one semester, with four lessons per week. The HPE curriculum in Year 10 focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them, their families and community as well as developing health literacy skills. Units covered will explore personal, social and the community health strand and involve various movement activities to promote physical activity and team-based game play.

Pathways

Throughout this subject, students will be able to promote their own and other's health, wellbeing, safety and participation in physical activity across their lifespan. The knowledge, understanding and skills in this area underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

This subject is useful for those students wishing to study Senior Physical Education, Recreational Pursuits or Certificate 3 in Fitness as well as pursuing a career in Health, Education, Sport or Recreation, Fitness and Outdoor industries.

Objectives

The Health and Physical Education curriculum in Year 10 focuses on the broader role student's play in contributing to the health, safety and wellbeing of themselves and their wider community. The curriculum provides scope for students to examine and address health areas relevant to them, their families and community as well as developing health literacy skills.

Structure

Term 1	Term 2
- What Shapes Us - Staying Safe & Playing it Safe	- Staying Safe & Playing it Safe - Staying Alive

Assessment

Students will contribute to an individual or group assessment folio that provides evidence of their learning and represents their achievements over the semester. The folio will include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. Various assessment techniques will be used ranging from research activities to in class examinations.

Resource Requirements

It is a requirement that students purchase a school bucket hat and a mouthguard due to the new CARA requirements for the practical element of Health and Physical Education. This is to ensure that all students adhere to the school hat policy and risk assessments.
Technology plays a vital role in the theoretical component of this subject and a device is required for either note taking, data analysis and research activities.

Health and Physical Education Extension

Elective

Health and Physical Education aims to provide students with a fun yet challenging learning environment and throughout the content of the elective subject in year 10, it will continue to develop students' knowledge and understanding of what it means to be a healthy member of the community. The year 10 elective subject has been developed in order to create higher order thinking opportunities and target those students who have a genuine interest in Health and Physical Education. This subject offers students an insight into the type of material which will be covered in the year 11 and 12 Senior Health and Physical Education subject offerings.

Pathways

This subject thoroughly prepares those students wishing to study Senior Physical Education, Recreational Pursuits or Certificate 3 in Fitness as well as pursuing a career in Health, Education, Sport or Recreation, Fitness and Outdoor industries.

Objectives

Health and Physical Education enables children and young people to promote their own and others' health, wellbeing, safety and participation in physical activity across their lifespan. The knowledge, understanding and skills in this area underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

Structure

Term 1	Term 2	Term 3	Term 4
Sports Psychology	PT Yourself	Energy systems	Biomechanics

Assessment

Students will contribute to an individual or group assessment folio that provides evidence of their learning and represents their achievements over the year. The folio will include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. Various assessment techniques will be used ranging from research activities, multi modals, written assignments and in class examinations.

Resource Requirements

This subject incurs an additional fee to cover the cost of extended learning activities. It is also a requirement that students purchase a school bucket hat for the practical element of Health and Physical Education. This is to ensure that all students adhere to the school hat policy. Technology plays a vital role in the theoretical component of this subject and a device is required for either note taking, data analysis and research activities.

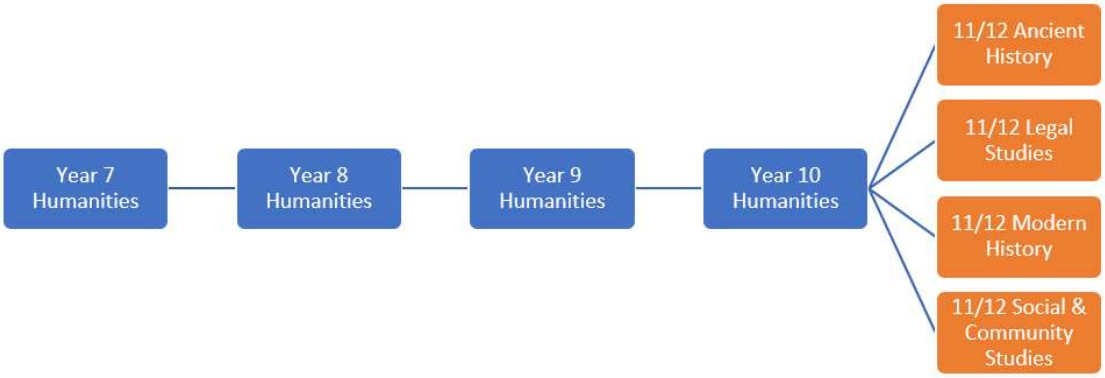
Humanities

Core

Atherton State High School will be continuing to implement the *Australian Curriculum*: Humanities and Social Science, encompassing two units of History and two units of Geography in Year 10.

Pathways

The Atherton High School Year 10 Humanities program continues to develop students' historical and geographical content, concepts, skills and attitudes. Year10 Humanities prepares students for the study of Ancient History, Modern History, Legal Studies and Social and Community Studies, as well as other Humanities subjects in the senior years.



Objectives

The *Australian Curriculum*: History aims to ensure that students develop:

- Interest in and enjoyment of historical and study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Capacity to undertake critical historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

The *Australian Curriculum*: Geography aims to ensure that students develop:

- Knowledge, understanding and appreciation of the spatial and ecological dimensions which focus on where things are, why they are there and how humans interact with their environments
- Interest in and enjoyment of a geographical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens

Structure

Semester One			Semester Two	
Unit 1 – History: World War II	Unit 2 – History: Indigenous Rights and Freedoms	Unit 3 – History: Migration experiences (1945 – present)	Unit 4 – Geography: Geographies of human wellbeing	Unit 5 – Geography: Environmental change and management

Assessment

Students will complete a variety of assessment pieces and these will vary according to the topic and delivery situations. However, across all Humanities areas, students are expected to demonstrate that they are competent in conducting an inquiry. The continued study of Humanities provides continuous and practical preparation for the skills students will need to demonstrate in the senior school. Assessment techniques include:

- Short Response Tests
- Response to Stimulus Tests
- Practical Tests
- Multimodal presentations
- Analytical Essays
- Reports
- Source Analyses

Resource Requirements

Students studying the Humanities will need frequent access to the Internet both at home and at school to fully participate in the course. Therefore, it is highly desirable that students bring a laptop to their Humanities classes. Humanities courses use a wide range of text types including digital and hard copy texts. The Pearson and MacMillan textbooks are the primary textbooks used. These texts will be provided by the school for students participating in the ASHS Student Resource Scheme.

Japanese

Elective

The study of a language other than English (LOTE) is very valuable to young people. Not only does it provide a strong foundation in language experiences and acquisition, it broadens students' thinking and understanding of their place in the world, and of Australia's relationships with other people and countries. Language studies focus on developing language proficiency and promote intercultural understanding. Studying a language better equips students to engage with others and participate fully in an increasingly globalised world.

At Atherton State High School, the LOTE program is Japanese. Year 10 Japanese builds on the language experiences that students have begun in our Year 7, 8 and 9 courses. Atherton State High School also hosts many overseas tour groups and looks to utilise opportunities for our students to have contact with the visiting international students from Fukushima and Nagoya.

Pathways

Successful completion of the Japanese course of study to Year 12 gives students an increased range of employment and future study options in such fields as tourism and hospitality, translation, international business, international law, teaching, environmental engineering, finance and trade.

Objectives

The course aims to foster awareness of Japanese culture and traditional customs. Students who select to continue their study of Japanese in Year 10 will move to the Lower Intermediate level. Students build on their ability to communicate ideas about everyday experiences and relationships through written and spoken language. Students' progress from using romaji, hiragana and katakana through to more advanced kanji to represent and compose the language experiences.

Course Outline

Year 10 Japanese provides the opportunity for an ongoing, sustained study of the language. The language experiences are shaped around a variety of themes including celebrations and milestones; school trips to Japan; dining at a Japanese restaurant, city living vs country living; and part-time jobs and future aspirations.

Students are encouraged to communicate with Japanese teenagers though eLearning and have contact with Japanese popular culture including music, film and relevant online content. Planning and celebrating of Japanese culture will take place through organised excursions and cultural days.

Elective Eligibility

The Japanese language program is designed for students to develop language skills from Elementary level to Intermediate level. Students wishing to study Year 10 Japanese must have passed Year 9 Japanese or be able to demonstrate at-level proficiency in written and spoken Japanese.

Structure

Year 9/10

Term 1	Term 2	Term 3	Term 4
Celebrations and milestones	Japan trip	Fast food	Part time jobs

Please note: Year 9 and 10 classes are currently composite and units, will rotate over a two-year period.

Assessment

Students work individually or in small groups to demonstrate their knowledge and understanding through four assessment forms:

- Speaking and performing tasks – in class participation and role play
- Writing tasks - composition of written text in Hiragana, Katakana and Kanji
- Listening tasks – comprehension of spoken Japanese text
- Reading tasks – comprehension of written Japanese text

Resource Requirements

Access to all texts studied in the course is provided by Atherton State High School for students participating in the Student Resource Scheme. Other equipment requirements are included on the Atherton State High School resource list.

Mathematics

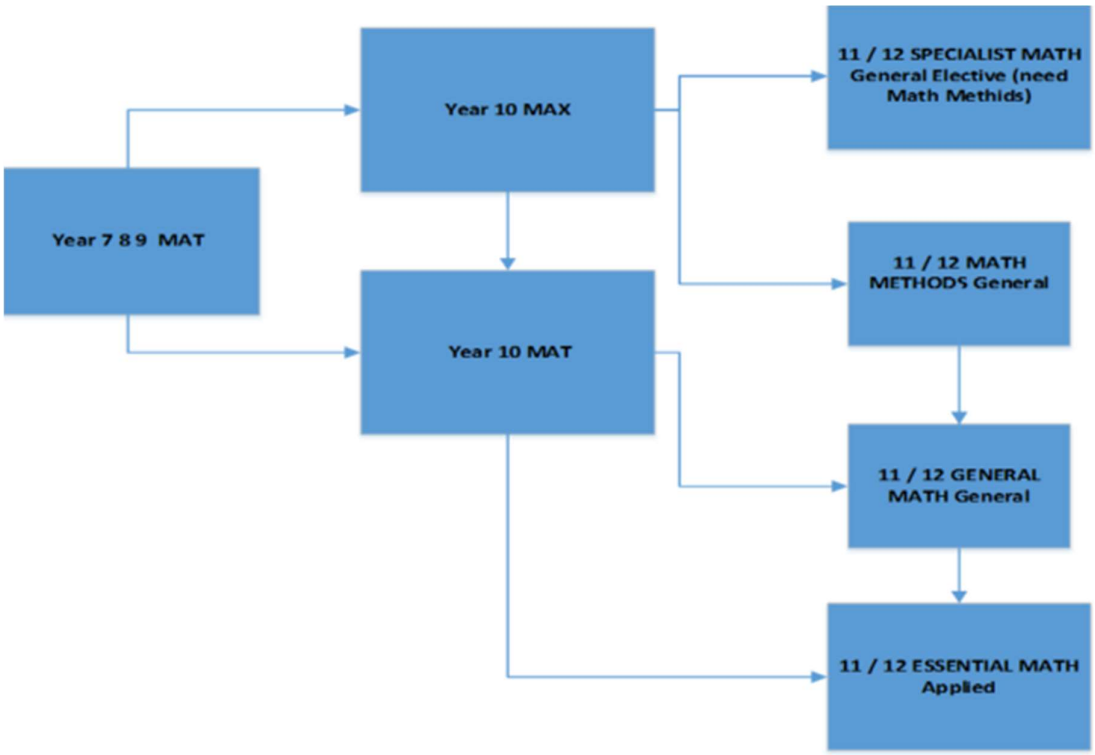
Core

Atherton State High School mathematics courses are designed to provide our students with the skills required to achieve the aims of the Australian Curriculum.

At the beginning of Year 10, an advanced strand (MAX) becomes available and the extent to which each of the topics covered may vary. Students who wish to study Mathematical Methods and/or Specialist Math should choose the 10 Mathematics Advanced (MAX) strand. The core course does not provide sufficient focus on the more complex algebraic concepts required for success in Mathematical Methods and/or Specialist Mathematics.

Pathways

Students need to consider very carefully which Mathematics strand to choose in Year 10 as this will have a large impact on the available options in later years. The diagram below shows secondary school mathematics pathways available at Atherton State High School.



Aims

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Structure (10 Mathematics / 10 Mathematics Extension)

Unit 1	Unit 2	Unit 3	Unit 4
10 MAT **Algebra and linear modelling** • factorising linear expressions • simplifying algebraic expressions, including use of index laws and algebraic fractions • use of index laws with fractional indices ***Probability and Statistics*** **Variation** • investigating claims that can be tested using concepts from statistics • understanding of variation by exploring standard deviation. • *investigating bivariate data sets.* **Algebra and linear modelling** • factorising linear expressions • expanding binomial products **10 MAX additional** • expanding binomial products	**10 MAT / MAX** **Three-dimensional objects** • volume & surface area **Algebra and linear modelling** • solving problems related to linear relationships • solving and graphing linear inequalities. • solving simultaneous equations. **10 MAX has a higher level of complexity**	**10 MAT** **Algebra and non-linear modelling** • expanding binomial products • factorising quadratic functions of the form $x^2 + bx + c$, and solving related quadratics equations • sketching quadratic functions **How do my assets change?** • Financial Math **Probability and Statistics** • investigating claims that can be tested using concepts from conditional probability **10 MAX additional** • factorising quadratic functions of the form $ax^2 + bx + c$, and • solving quadratics equations of the form, $ax^2 + bx + c = 0$ including using the factor and remainder theorems. • applying the laws of logarithms • solving simple exponential equations • Variation	**10 MAT** **Measurement and Geometry** • solve problems involving angles of elevation and depression **10 MAX additional** **Geometric reasoning** • Similarity & congruence **Measurement and Geometry** • solve problems involving angles of elevation and depression • establishing the sine, cosine and area rules • applying the unit circle to define trigonometric functions and graphs • solving trigonometric equations

Assessment

At this year level, students are assessed in two criteria:

- Understanding and Fluency
- Problem Solving and Reasoning

Assessment practices utilize a variety of strategies and may include:

- Written tests
- Investigations and/or Extended assignments
- Computer based activities
- Group work

Resource Requirements

Students studying Mathematics require a scientific calculator and a drawing compass and protractor are also recommended. The textbooks used are:

- Core Mathematics 10 use 'Nelson QMaths 10' – for the Australian Curriculum.
- 10 A(Advanced) Strand will use 'Nelson QMaths 10 +10A' – for the Australian Curriculum.

Science

Core

Science is the concerted human effort to understand, or to understand better, the history of the natural world and how the natural world works, with observable physical evidence as the basis of that understanding. It is done through observation of natural phenomena, and/or through experimentation that tries to simulate natural processes under controlled conditions.

Pathways

Objectives

Science students at ASHS will:

- Acquire a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences
- Gain an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods
- Learn to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate scientific arguments and claims
- Develop their ability to solve problems and make informed, evidence-based decisions

Structure

Term 1	Term 2	Term 3	Term 4
Biology • Research Investigation – Literature Review	Astro • Biology & Astronomy Semester Exam	Chemistry • Data test • Student experiment - concentration & reaction rate	Physics • Chemistry & Physics Semester Exam

Assessment

Students will complete a variety of assessment pieces and these will vary according to the topic and delivery situation. Students will be expected to demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understanding and skills. In doing so, students will experience the regular techniques they will encounter in the senior school.

Assessment techniques may include but are not limited to:

- Multiple-choice /Short Response Tests
- Response to Stimulus Tests
- Practical Tests
- Multimodal presentations
- Experimental Reports
- A collection of work
- Projects
- Orals or Debates

Resource Requirements

This subject incurs an additional fee. Fully covered leather/vinyl footwear is required for most practicals in this subject. Eye protection and protective aprons are provided for all practicals. All chemicals and other practical specific equipment are provided. Scientific resources and textbooks (Pearson) will be provided by the school for students participating in the ASHS Student Resource Scheme.

Agricultural Science

Elective

Agricultural Science explores the ways people sustainably manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing. Because of the fundamental importance of agriculture to humans, this subject is relevant to all students, not just those from a rural background. Agricultural Science provides students with the opportunity to acquire *knowledge* and to develop *problem solving* and *communication* skills within this stimulating and dynamic context involving living plants and animals with all their attendant needs. The investigative, practical, hands-on approach to learning promoted in this course.

Pathways

Agricultural Science gives students the basis to move into one of the Agribusiness Pathway options offered to senior students. Progression is possible in careers as diverse as veterinary science, agronomy, food technology, journalism, equine industries, teaching and education, research and development, and marketing.

Objectives

Within agricultural contexts, students should:

- Develop a knowledge and understanding of a wide range of concepts and principles underlying agricultural systems
- Develop an understanding of, and sensitivity to, sustainable agricultural systems within the environment
- Develop the ability to plan, organise, interpret, analyse, synthesise and evaluate diverse information from a range of sources to solve problems
- Apply a range of technologies, including ICTs
- Communicate effectively
- Appreciate the indispensable role that agriculture plays in Australian society
- Appreciate the rich cultural heritage of agriculture as a field of human endeavour
- Develop confidence, commitment, independent learning, and teamwork skills, all of which are transferable to a range of work options and life paths

Structure

Term 1	Term 2	Term 3	Term 4
Milk Production • Pasture Collection Set • Test	Production of Strawberries • Assignment	Meat Production • Report	Safety and Occupational Health and Safety Factors Affecting Plant and Animal Growth • Test

Assessment

A range of assessment instruments are used throughout the course on a unit /theme basis. These include: practical and theoretical tests, research and field trip reports, experimental trials and reports, computer work tasks, orals, etc.

Resource Requirements

This subject incurs an additional fee. Fully covered leather/vinyl footwear is required in this subject. Students must wear the school hat as per the School Dress Code for this subject.

Drama

Elective

The subject of Drama is an exploration of the way that human beings think, feel and communicate. It teaches us better ways to understand ourselves and other people. It is a unique learning experience, allowing us to explore many situations and emotions first-hand. The use of imagination allows us to become different people in different situations. Through Drama, we share experiences we might not otherwise have and gain a perception of the world through the eyes of someone else. Studying Drama is not just an opportunity to learn about acting, it also presents opportunities to learn about life and the world around us. It teaches important life skills, which will help with students' personal development and self-confidence. Thus, at the core of Atherton State High School's Drama program, lies the belief that students may be empowered individually, culturally and socially through the study of Drama.

Pathways

The Drama course would be an advantage if you intend studying Drama in Year Eleven and Twelve.

Objectives

In addition to the overarching aims of the Australian Curriculum: The Arts, drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Structure

The program centres on the dramatic languages, which are encountered repeatedly through the process of forming (creating written and practical drama), presenting (performing student devised and professional work) and responding (analysing and critiquing dramatic work). These processes are placed within a contextual framework, enabling students to study historical and current movements in theatre and society, as well as developing skills in acting, directing and playwriting. Thus, this program offers the student a holistic approach with the view to providing a support system for growth and development.

Term 1	Term 2	Term 3 & Term 4
Life Puppetry is the manipulation of inanimate objects and is still a popular style of theatre especially in Asian Pacific Countries. Students will explore the range of difference conventions and styles of puppetry while exploring the history of the art form. Students will develop their own puppetry performance and learn how to document their forming process.	**Stories** Australian Gothic Theatre is a very popular style exploring Australia's history. Students will engage with Indigenous perspectives and the perspective of the forgotten Australians. Within this unit, students will enhance their skills of transforming text into stage performances.	**Broadway** Musical Theatre is an increasingly relevant performing art form for Australian audiences. In this unit, students will analyse the practical and technical skills used within Musical Theatre performances. Students will develop their skills in performance, staging, and production. They will view musical numbers and analyse the conventions used within this genre, then produce their own cinematic musical performance.

Assessment

Students will be assessed against forming, presenting, responding and/or reflecting criteria within each unit of study.

Resource Requirements

This subject incurs an additional fee.

Music

Elective

This subject aims to develop student's study of Music. Viewed as pre-senior, the tasks are designed to scaffold development for particular skills in General Music as well as in Applied Music.

Pathways

Students may elect to study Music purely for their own enjoyment and knowledge, while others may choose to continue their studies of this subject into the senior school and beyond to tertiary institutions and/or the work force. It should be noted that music is a very accessible commodity in our culture and as such this subject has a particular contribution to make towards enhancing the quality of the student's own life.

Objectives

In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners

Structure

Term 1	Term 2	Term 3	Term 4
Imagine An exploration of musical styles that aims to develop a greater awareness of the stylistic considerations that informs the music we compose. Composing a song for a context Composition Booklet Performance Folio	**What A Wonderful World** Music is and continues to be a crucial component of every culture, race and nationality. This unit will explore World music and music from other cultures and regions unknown to the contemporary listener. Analysis of World Music Performance Folio	**You've Got The Power** Music is used in every aspect of film and television to enhance a scene, manipulate or create an atmosphere or mood. Music has the power to enhance a story. For every famous movie character, there is a famous musical theme. Composing to film Composition Booklet Performance Folio	**A Kind of Blue** Jazz music has always been a dark unexplained art. Yet its influence across contemporary music is far and wide. Elements of jazz are in everything that you listen too! Responding Analysis of Jazz Music Small Ensemble performance

Assessment

Students will be assessed in all four content areas using the following three criteria:

1. Responding
2. Making Performing
3. Making Composing

Resource Requirements

This subject incurs an additional fee.

Visual Art

Elective

Year 10 Art aims to introduce all aspects of art to the student as well as build a foundation for future studies in art. It is a predominately practical, media-based subject with a focus on the acquisition of the basic skills necessary for successful art practice. Through both practical and theoretical tasks, students are introduced to the importance of the basic building blocks of Visual Art, the Elements of Art and the Principles of Design. Art aims to provide students with an environment in which to express creativity and individuality.

Pathways

The knowledge gained and the skills developed by the students may be the basis for continuing study in the Senior School. This study may lead to either vocational training or to higher levels of education.

Objectives

In addition to the overarching aims of the Australian Curriculum: The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Structure

Term 1	Term 2 & 3	Term 3 & 4
A Stylized Scape You are to design an interior scape that is stylistically reminiscent of Surrealism. This composition should be based on an image(s) of your bedroom and incorporate aspects of your subconscious mind and/or dreams. You will then create this artwork demonstrating your understanding of the painting techniques covered in class.	A Textural Narrative You are to design an artwork that is a symbolic representation of an Australian narrative. You will then create a series of prints that represent the significant aspects of this chosen story. These prints will then be combined to create a mixed media collage of your initial design	Change You are to complete an investigation of the concept of change. In this investigation, you must develop, research, respond and reflect on how your initial inquiry question becomes a focus statement for your body of work. You are to design a body of work that examines and defines your focus statement developed within your investigation into 'Change'. The subject matter, media and stylistic choices are yours to explore. This process of research, development, resolution and reflection is to be documented in your Digital Visual Diary.

Assessment

Year 10 Visual Art will consist of Visual Diary work, three (3) practical pieces and one (1) investigation assessment pieces. This subject requires a substantial amount of effort. It is expected that students will spend extra time at school and home completing set work.

Resource Requirements

This subject incurs an additional fee.

Digital Technology

Elective

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking. Students will investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. They will decompose problems, design algorithms and program solutions to real-world problems using a general-purpose programming language incorporating modularity and object-oriented concepts. Other solutions will include an information system, an interactive website and a research report.

Pathways

This subject can be studied purely for personal enjoyment and knowledge of digital technology techniques that are commonly encountered in everyday life. Students can also continue their studies in the Years 11 and 12. They can select Digital Solutions if their interest lies in programming and the development of on-line information systems, or they may select Information and Communication Technology which is applications based and focuses on the development of office productivity skills, graphics, multimedia animation and web solutions for clients. Studies in these areas may lead to further tertiary study or open up many opportunities in the workforce.

Objectives

By the conclusion of the course, students should be able to:

- Explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users.
- Explain simple data compression, and why content data are separated from presentation.
- Plan and manage digital projects using an iterative approach.
- Define and decompose complex problems in terms of functional and non-functional requirements.
- Design and evaluate user experiences and algorithms.
- Design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.
- Take account of privacy and security requirements when selecting and validating data.
- Test and predict results and implement digital solutions.
- Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.
- Share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Structure

Term 1	Term 2	Term 3	Term 4
Information Systems • Creating relational databases for clients • Designing forms and reports • Creating queries	**Interactive websites** • Design documentation • HTML/CSS coding • Flexible div-based layout • Javascript coding to add interactive elements	**The Morpheus project** • Data security and cryptography • Modelling data relationships • Algorithms and object-oriented programming	**JavaScript Gaming** • JavaScript • Use JavaScript to create games such as Snake and Space Aliens

Assessment

Assessment throughout the course will comprise a supervised assessment, design projects where students will design user experiences, implement and then evaluate solutions against criteria and a research assignment.

Resource Requirements

Students are required to have a USB memory stick with at least 8GB memory.

Design and Technology

Elective

Design and Technology focuses on students learning how to generate, evaluate and communicate design ideas and options, then select resources, techniques and tools to make products. They learn to evaluate the suitability of products and processes and recommend improvements. They identify and apply workplace health and safety practices.

Pathways

The knowledge gained and the skills developed by students in this subject may be the basis for continuing study in senior Furnishing Skills, Engineering Skills and/or Certificate I in Construction. The knowledge and skills gained will prove invaluable if students wish to pursue further vocational training or an apprenticeship.

Objectives

By the conclusion of the course, students should be able to:

- Explain factors that impact on design decisions and technologies used to produce products.
- Identify the changes necessary to designed solutions to realise preferred futures they have described
- Evaluate the features of technologies and their appropriateness for purpose
- Create designed solutions based on a critical evaluation of needs or opportunities.
- Establish detailed criteria for success to evaluate their ideas and designed solutions and processes.
- Create and connect design ideas and processes of increasing complexity and justify decisions.
- Communicate and document projects, including marketing for a range of audiences.
- Independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- Select and use appropriate technologies skilfully and safely to produce high quality designed solutions.

Structure (The order in which units are studied may vary subject to availability of workshops.)

Term 1	Term 2	Term 3	Term 4
Product Design and Construction Students design and construct a ukulele. During this project they develop skills in research, sketching and creating working drawings as well as construction skills to build their ukulele design.	**Metal Fabrication** Students will produce a tack hammer and sheet metal tool box following specifications provided. They develop skills in marking, cutting, shaping, filing, lathe turning, tapping, threading and polishing as well as reading plans and specifications.	**Product Design and Construction** Students design and construct a storage or jewellery box using carcass construction. They sketch, create working drawings, generate a procedures list, a cutting list and design the internal layout of the box.	**Graphics / CAD** Students learn to use Autocad, Inventor and Revit to design, sketch and create working drawings and 3D modelling for real world production processes. Students may have the opportunity to produce 3D objects using a 3D printer.

Assessment

Assessment throughout the course will be predominantly project based practical tasks carried out under supervised conditions. Students will need to prepare and document design ideas and write project evaluations.

Resource Requirements

This subject incurs an additional fee. To meet the School's Workplace Health and Safety requirements and for their own protection, students who choose to study ITD must provide their own sturdy footwear with uppers made predominantly from leather or strong vinyl. Clear, untinted safety glasses will be available in workshops as class sets, however students may provide their own if they choose.
Students will be required to abide by a Workplace Health and Safety agreement and to adhere to all Workplace Health and Safety procedures set out by their teacher.

Food and Fibre Production

Elective

Food and Fibre Production is based on the Design and Technologies Australian Curriculum. Students study units based on food and nutrition, fibre and textiles that provide opportunities for the students to discover and further develop critical and creative capabilities that enhance individual and family wellbeing.

Pathways

A study of Food and Fibre Production in Year 10 may inspire students to progress to study Food and Nutrition or Fashion in Years 11 and 12. These in turn may lead to career opportunities in government, community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles. Food and Fibre Production can also be used in their personal lives, informing future lifestyle decisions and actions.

Objectives

By the conclusion of the course, students should be able to:

- Explain factors that impact on design decisions and technologies used to produce food and textile products.
- Identify the changes necessary to designed solutions to realise preferred futures they have described
- Evaluate the features of technologies and their appropriateness for purpose
- Create designed solutions based on a critical evaluation of needs or opportunities.
- Establish detailed criteria for success to evaluate their ideas and designed solutions and processes.
- Create and connect design ideas and processes of increasing complexity and justify decisions.
- Communicate and document projects, including marketing for a range of audiences.
- Independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- Select and use appropriate technologies skilfully and safely to produce high quality designed solutions.

Structure

Term 1	Term 2	Term 3	Term 4
Developing Food Products • Students investigate factors influencing food choices and design a nutritious food product that can be eaten when access to supermarket foods is limited.	**Ethical Eating** **What's on the Menu?** • Students examine the social and ethical issues that impact on food consumption by investigating food preservation techniques using local and seasonal produce.	**What's on the Menu?** • Students explore the profitability of different food service and catering venues and then design & develop a menu to utilise simulated coffee shop style events.	**Merch Design** • Students use creativity and innovation skills to design and evaluate a range of merchandising prototypes that could be sold to local festival goers.

Assessment

Students will complete practical tasks, project folios and a response to stimulus exam.

Resource Requirements

This subject incurs an additional fee. to cover the cost of ingredients and consumable supplies for group cooking demonstrations and group assessment tasks, for sewing supplies, patterns and fabrics for learning activities and to contribute towards the maintenance of kitchen and sewing equipment and resources. Students will be required to supply ingredients and fabric from home for the production of their own design products. They will be participating in practical cooking and sewing lessons throughout the course, and must adhere to the Workplace Health and Safety procedures set out by their teacher.

Year 11 and 12 subjects

In Year 11 and 12, students generally study six subjects or courses, or equivalent. All senior students must study one English and at least one Maths subject. Students may then select four electives from any of the listed subjects or courses. These may be QCAA General or Applied syllabus subjects, school-based subjects, or vocational education courses.

QCAA senior syllabus subjects		
Subject area	**General**	**Applied**
English	• English • Literature	• Essential English
Maths	• General Mathematics • Mathematical Methods • Specialist Mathematics	• Essential Mathematics
Science	• Agricultural Science • Biology • Chemistry • Physics	• N/A
Health and Physical Education	• Health • Physical Education	• Sport & Recreation
Humanities and Languages	• Ancient History • Legal Studies • Modern History	• Social and Community Studies
The Arts	• Drama • Film, Television & New Media • Music • Visual Art	• Applied Music in Practice • Applied Visual Arts in Practice
Technologies	• Aerospace Systems • Digital Solutions • Food & Nutrition	• Engineering Skills • Furnishing Skills • Information & Communication Technology

School-based Subjects	Vocational courses
• Instrumental Music • Senior Astronomy & Astrophysics • Senior Coding	• Certificate I in Construction • Certificate II in Animal Studies • Certificate II in Engineering • Certificate II in Hospitality • Certificate II in Hospitality (Holiday Program) • Certificate II in Resources and infrastructure Work Preparation • Certificate III Aviation (Remote Pilot) • Certificate III in Aboriginal and Torres Strait Islander Education • Certificate III in Business • Certificate III Early Childhood Education and Care • Certificate III in Fitness

English

Atherton State High School offers GENERAL ENGLISH as part of the senior learning pathways. Students can select English for their course of study in senior as a single subject. They may also elect to study both Literature and English. These are comparable and compatible course of study.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

We will devise the assessments in Units 1 and 2 to suit our local context. The assessment experiences in Units 1 and 2 will mirror the summative assessment items in Unit 3 and 4.

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) on their reports.

Summative assessments

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

A study of an English course is compulsory for all students in Queensland wishing to obtain an ATAR. Students are required to complete a successful semester of an English course to achieve their literacy requirement for the QCE.

Literature

General

Atherton State High School offers GENERAL LITERATURE as part of the senior learning pathways. Students can select Literature for their course of study in senior as a single subject. They may also elect to study both Literature and English. These are comparable and compatible course of study.

Literature as a course focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Unlike General English, Literature takes a much closer look at literature, including gothic literature, contemporary and class novels, and film.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of 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
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

We will devise the assessments in Units 1 and 2 to suit our local context. The assessment experiences in Units 1 and 2 will mirror the summative assessment items in Unit 3 and 4.

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 receive an overall subject result (A–E) on their reports.

Summative assessments

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

A study of an English course is compulsory for all students in Queensland wishing to obtain an ATAR. Students are required to complete a successful semester of an English course to achieve their literacy requirement for the QCE.

RECOMMENDATION : Literature is a General English subject and requires students to have a strong commitment to reading the texts in this course. It is strongly recommended that students applying for this course in Senior have a minimum of a B LEVEL achievement in Semester Two, year 10 English.

Essential English

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.

Essential English is an Applied subject. While it can be used to contribute to an ATAR, it is **not** the pre-requisite subject for many university courses in Australia.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

We will devise the assessments in Units 1 and 2 to suit our local context. The assessment experiences in Units 1 and 2 will mirror the summative assessment items in Unit 3 and 4.

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

Summative assessments

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

A study of an English course is compulsory for all students in Queensland wishing to obtain an ATAR. Please note that most university courses are not accepting Essential English. Students are required to complete a successful semester of an English course to achieve their literacy requirement for the QCE.

General Mathematics

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

Assessment

We will devise assessments in Units 1 and 2 to suit our 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Mathematical Methods

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

We will devise assessments in Units 1 and 2 to suit our 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

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• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Specialist Mathematics

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

Assessment

We will devise assessments in Units 1 and 2 to suit our 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

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

Assessment

We will devise assessments in Units 1 and 2 to suit our local context.

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

Summative assessments

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

Drama

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

Assessment

Students complete four formative assessments for Year 11 and four summative assessments for Year 12. 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).

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Performance	20%	Formative internal assessment 3 (FIA3): • Project – practice-led project	35%
Formative internal assessment 2 (FIA2): • Project – dramatic concept	20%	Formative internal assessment 4 (FIA4): • Examination - extended response	25%

In Units 3 and 4 (Year 12) 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			

Resource Requirements

This subject incurs an additional fee.

Film, Television & New Media

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Units 1 and 2 (Year 11) students complete four formative 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).

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Case study investigation	15%	Formative internal assessment 3 (FIA3): • Genre sequence	35%
Formative internal assessment 2 (FIA2): • Music video	25%	Formative internal assessment 4 (FIA4): • Examination - extended response	25%

In Units 3 and 4 (Year 12) 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			

Resource Requirements

This subject incurs an additional fee.

Music

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

Assessment

In Units 1 and 2 (Year 11) students complete four formative 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).

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Performance	20%	Formative internal assessment 3 (FIA3): • Integrated project	35%
Formative internal assessment 2 (FIA2): • Composition	20%	Formative internal assessment 4 (FIA4): • Extended response	25%

In Units 3 and 4 (Year 12) students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Resource Requirements

This subject incurs an additional fee.

Visual Art

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

In Units 1 and 2 (Year 11) students complete four formative 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).

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Investigation — inquiry phase 1	15%	Formative internal assessment 3 (FIA3): • Project — inquiry phase 3	35%
Formative internal assessment 2 (FIA2): • Project — inquiry phase 2	25%	Formative internal assessment 4 (FIA4): • Extended response	25%

In Units 3 and 4 (Year 12) 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			

Resource Requirements

This subject incurs an additional fee.

Music in Practice

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities

Structure

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

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

In Units 1 and 2 (Year 11) students complete four formative assessments. Assessment from Units 3 and 4 (Year 12) is used to determine the student's exit result, and also consists of four instruments. Students will also receive an overall subject result (A–E).

Formative assessments in Year 11

Unit 1	Unit 2
Formative assessment 1 **(MUP11.01): Performance** A technique that assesses the physical demonstration of identified skills. • music performance: minimum of two minutes total performance time • production performance: variable conditions	**Formative assessment 3** **(MUP11.03): Project** A response to a single task, situation and/or scenario. At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions
Formative assessment 2 **(MUP11.02): Product (Composition)** A technique that assesses the application of skills to create music. • manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds	**Formative assessment 4** **(MUP11.04): Extended Response** A technique that assesses the interpretation, analysis/examination and evaluation of ideas and information in provided stimulus materials. • Justify a viewpoint with music evidence • Multimodal Response – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–5 minutes

Summative assessments in Year 12

Unit 3	Unit 4
Summative assessment 1 **(MUP12.05): Project** A response to a single task, situation and/or scenario. At least two different components from the following: • performance: - Either in a group or as a soloist - Duration: 2 Minutes min • written: 500–900 words	**Summative assessment 3** **(MUP12.06): Product (Composition)** A technique that assesses the application of skills to create music. • Arranging and creating drawing upon life experiences. • minimum of 32 bars or 60 seconds
Summative assessment 2 **(MUP12.07): Extended Response** A technique that assesses the interpretation, analysis/examination and evaluation of ideas and information in provided stimulus materials. • Use language to communicate ideas and information to readers for a particular purpose. • Written Response • 600 – 1000 words	**Summative assessment 4** **(MUP12.08): Performance** A technique that assesses the physical demonstration of identified skills. • music performance: minimum of 2 minutes total performance time • production performance: variable conditions

Resource Requirements

This subject incurs an additional fee.

Visual Arts in Practice

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

In Units 1 and 2 (Year 11) students complete four formative assessments. Assessment from Units 3 and 4 (Year 12) is used to determine the student's exit result, and also consists of four instruments. Students will also receive an overall subject result (A–E).

Formative assessments in Year 11

Unit 1	Unit 2
Formative assessment 1 **(VAP11.01): Through the Looking Glass - Investigation** A response that includes locating and using information beyond students' own knowledge and the data they have been given. Presented in one of the following modes: • written: 600–1000 words • multimodal: 10 pages max (or equivalent).	**Formative assessment 3** **(VAP11.03): Decipher It - Project** A response to a single task, situation and/or scenario. A project consists of: • a product component: variable conditions – media: 2D • at least one different component from the following – written: 500–900 words – multimodal: 8 A4 pages max (or equivalent).
Formative assessment 2 **(VAP11.02): Through the Looking Glass - Project** A response to a single task, situation and/or scenario. A project consists of: • a product component: variable conditions – media: 3D • at least one different component from the following – written: 500–900 words – multimodal: 8 pages max (or equivalent).	**Formative assessment 4** **(VAP11.04): Alis Aquilae - Product** A technique that assesses the application of idenified skills to the production of artworks. • variable conditions – media: 2D

Summative assessments in Year 12

Unit 3	Unit 4
Summative assessment 1 **(VAP12.05): Art on the Brain - Investigation** A response that includes locating and using information beyond students' own knowledge and the data they have been given. Presented in one of the following modes: • written: 600–1000 words • Multimodal: 10 pages max (or equivalent)	**Summative assessment 3** **(VAP12.07): A New Way of Seeing - Project** A response to a single task, situation and/or scenario. A project consists of: • a product component: variable conditions – media: 2D • at least one different component from the following – written: 500–900 words – Multimodal: 8 pages max (or equivalent)
Summative assessment 2 **(VAP12.06): Art on the Brain - Project** A response to a single task, situation and/or scenario. A project consists of: • a product component: variable conditions– media: 3D • at least one different component from the following – written: 500–900 words – multimodal: 8 A4 pages max (or equivalent).	**Summative assessment 4** **(VAP12.08): Freedom - Product** A technique that assesses the application of idenified skills to the production of artworks. • variable conditions – media: 2D

Resource Requirements

This subject incurs an additional fee.

Health

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Unit 1		Unit 2	
Formative internal assessment (FIA1) • Investigation-analytical exposition	25%	Formative internal assessment (FIA3) • Investigation-action research	25%
Formative internal assessment (FIA2 • Examination —combination response	25%	Formative internal assessment (FIA 4) • Examination-extended response	25%

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

Summative assessments

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

Resource Requirements

This subject incurs an additional fee.

Physical Education

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

Assessment

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1) • Project Folio	25%	Formative Internal Assessment (FIA3) • Investigation: Report	25%
Formative Internal Assessment 2 (FIA2) • Exam	20%	Formative Internal Assessment (FIA4) • Project- Folio	30%

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

Summative assessments

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

Sport and Recreation

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

Unit 1	Unit 2
Community recreation – snorkelling and water safety • Exam and Performance response	Outdoor Pursuits – Hiking and Orienteering • Investigation
Tournaments and community recreation – Event Management • Project-Folio and physical performance	Sport and Recreation in the Community - Golf • Performance

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

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

Unit 3	Unit 4
Competitive Performance - Archery • Investigation	Components of fitness - Badminton • Project folio
Agencies in Sport and Recreation Industry – Striking (hockey) • Performance	Physical Fitness • Performance

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution,	A response that answers a number of provided questions, scenarios

	knowledge and the data they have been given.	provided stimulus materials.	providing instruction or conveying meaning or intent.	and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.*	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 2–4 minutes*	• 60–90 minutes • 50–250 words per item

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

Resource Requirements

This subject incurs an additional fee to cover the costs of extended learning activities. Technology plays a vital role in the theoretical component of this subject and a device is required for either note taking, data analysis and research activities. It is also a requirement that students purchase a school bucket hat and mouthguard for the practical element of Recreation.

Ancient History

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, as well as studying 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
Investigating the ancient world Topic 1 - Digging up the past Topic 2 - Egypt in the Ramesside Period (19th & 20th Dynasties)	**Personalities in their time** Topic 1 - Akhenaten Topic 2 - Xerxes	**Reconstructing the ancient world** Topic 1 - Fifth Century Athens (BCE) Topic 2 - Philip II and Alexander III of Macedon	**People, power and authority** Topic 1 - Ancient Rome — Civil War and the breakdown of the Republic Topic 2 - Augustus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
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%

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

Assessment

Students will complete four formative assessments in the two units they study in Year 11 and four summative assessments in the two units they study in Year 12. In Year 12, 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 1/3		Unit 2/4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History

General

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, critical and 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
Ideas in the modern world Topic 1 - Age of Imperialism, 1848–1914 Topic 2 – Australian Frontier Wars, 1788 - 1930s	**Movements in the modern world** Topic 1 - Independence movement in India 1857 – 1947 Topic 2 - African American Civil Rights Movement 1954 - 1968	**National experiences in the modern world** Topic 1 – Israel 1948 – 1993 Topic 2 - China, 1931–1976	**International experiences in the modern world** Topic 1 - Terrorism, anti-terrorism and counter-terrorism since 1984 Topic 2 - Australian engagement with Asia since 1945

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%

Social & Community Studies

Applied senior subject

Applied

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 & 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. Students study a minimum of four and a maximum of eight electives.

Core Life Skills	Elective topics	
Personal skills — Growing and developing as an individual Interpersonal skills — Living with and relating to other people	• The Arts and the community • Australia's place in the world • Gender and identity	• Into relationships • Legally, it could be you • Money management

Core Life Skills	Elective topics	
Citizenship skills — Receiving from and contributing to community	• Health: Food and nutrition • Health: Recreation and leisure	• Science and technology • Today's society • The world of work

Assessment

For Social & 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: ○ written: 500–900 words ○ spoken: 2½–3½ minutes ○ multimodal: 3–6 minutes ○ performance: continuous class time ○ product: continuous class time	• Presented in one of the following modes: ○ written: 600–1000 words ○ spoken: 3–4 minutes ○ multimodal: 4–7 minutes	• Presented in one of the following modes: ○ written: 600–1000 words ○ spoken: 3–4 minutes ○ multimodal: 4–7 minutes	• 60–90 minutes • 50–250 words per item on the test

Aerospace Systems

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Objectives

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- 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
Introduction to aerospace systems and structures • Solving aerospace problems • The evolving aerospace industry • Introduction to aerodynamics • Introduction to aircraft systems • Introduction to aviation weather systems	**Emerging aerospace technologies** • Operational assets • Operational environments • Operational control systems • Future applications	**Aerospace operational systems** • International and national operational and safety systems • Airspace management • Safety management systems • Operational accident and incident investigation processes • Airport and airline operation systems	**Aircraft performance systems and human factors** • Aircraft performance • Aircraft navigation • Advanced navigation and radio communication technologies • Human performance and limitations

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%

Resource Requirements

This subject incurs an additional fee.

Agricultural Science

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

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

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

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.

Resource Requirements

This subject incurs an additional fee for this specialist subject to cover the cost of materials, consumables, maintenance and other resources necessary to complete Agricultural practicals and learning experiences. Fully covered leather/vinyl footwear is required for most outdoor work in this subject. Eye protection and protective aprons are provided for all practicals. All chemicals and other practical specific equipment are provided. Access to Scientific textbooks and other study resources (both digital and hardcopy) will be provided by the school for students participating in the ASHS Student Resource Scheme.

Biology

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Resource Requirements

This subject incurs an additional fee.Fully covered leather/vinyl footwear is required for most practicals in this subject. Eye protection and protective aprons are provided for all practicals. All chemicals and other practical specific equipment are provided. Access to Scientific textbooks and other study resources (both digital and hardcopy) will be provided by the school for students participating in the ASHS Student Resource Scheme. Please note there is a mandatory field trip which will incur an extra fee.

Chemistry

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Student experiment</td><td>20%</td></tr>
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• Examination</td></tr>
</table>

Resource Requirements

This subject incurs an additional fee. Chemistry practicals and learning experiences. Fully covered leather/vinyl footwear is required for most practicals in this subject. Eye protection and protective aprons are provided for all practicals. All chemicals and other practical specific equipment are provided. Access to Scientific textbooks and other study resources (both digital and hardcopy) will be provided by the school for students participating in the ASHS Resource Hire Scheme.

Physics

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

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• Examination</td></tr>
</table>

Resource Requirements

This subject incurs an additional fee. Fully covered leather/vinyl footwear is required for some practicals in this subject. Eye protection and protective aprons are provided for all practicals if necessary. All practical specific equipment is provided, unless specific to the student's needs. Access to Scientific textbooks and other study resources (both digital and hardcopy) will be provided by the school for students participating in the ASHS Student Resource Scheme.

Digital Solutions

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 (General) can establish a basis for further education and employment in the fields of science, technologies, design, engineering, mathematics and information technologies; broader areas in technologies industries and business; and diverse fields that use skills inherent in the subject, including advertising, coding, communication, design, education, programming and gaming. Digital Solutions (General) is a course that aims to develop a student's digital skills, their ability to problem solve and manage time to produce digital solutions.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Students will study Units 1 and 2 in Year 11 and complete four formative assessments.

In Year 12, students will study Units 3 and 4 and 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%

Food & Nutrition

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

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

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

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health; broader areas in technologies industries and business; and diverse fields that use skills inherent in the subject, including nutrition, product development, design, dietetics, education, and hospitality. Food and Nutrition (General) is a course that aims to develop a student's food science skills, their ability to problem solve and manage time in order to produce food solutions.

Objectives

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

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

Structure

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

Assessment

Students will study Units 1 and 2 in Year 11 and complete four formative assessments.

In Year 12, students will study Units 3 and 4 and 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	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Project — folio	25%	Summative external assessment (EA): • Examination	25%

Resource Requirements

This subject incurs an additional fee.

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

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

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

Pathways

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

Objectives

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

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

Structure

In Engineering Skills, the core topics of Industry practices and Production processes are integrated into each of the following units of work.

Unit 1	Unit 2	Unit 3	Unit 4
The engineering industry Introduction and Safety, Production processes and product quality • Sheet metal working • Welding and fabrication • Manufacture of a folding toolbox • Occupation health and safety	**Communication and teamwork in engineering enterprises** • Fitting and machining • Welding and fabrication • Oxy Acetylene welding • Manufacture of a hose reel • Demonstration of manufacture of metal brackets	**Welding and fabrication enterprise** • Fitting and machining • Welding and fabrication • Manufacture of a machine vice • Demonstration of various types of weld to manufacture a nut cracker	**Working cooperatively in engineering workplaces** • Fitting and machining • Welding and fabrication • Manufacture of a portable BBQ • Occupational health and safety and measurements • Demonstration of manufacture of wall sconce

Assessment

In Year 11 students will complete four formative assessments. In Year 12 students will complete four summative assessments. The assessment each year will consist of two projects, a practical demonstration (separate to the assessable component of a project) and an examination.

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Resource Requirements

This subject incurs an additional fee.
Students who choose to study Engineering Skills must provide their own:

- Clear, untinted safety glasses
- Sturdy footwear with uppers made predominantly from leather or strong vinyl
- Students will be required to abide by a Workplace Health and Safety agreement and to adhere to all Workplace Health and Safety procedures set out by their teacher.

Furnishing Skills

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

In Furnishing Skills, the core topics of Industry practices and Production processes are integrated into each of the following units of work.

Unit 1	Unit 2	Unit 3	Unit 4
The furnishing industry **Introduction and Safety, Production processes and product quality** • Furniture finishing • Furniture making • Manufacture of a small coffee table with laminated timber top • Occupational health and safety	**Communication and teamwork in furnishing enterprises** • Cabinet making • Furniture finishing • Glazing and framing • Manufacture of a dart box • Demonstration of manufacture and fitting of two glazed door to their dart box • Demonstration of manufacture of dart box case	**Manufacturing enterprise** **Furniture for the outdoors** • Furniture finishing • Furniture making • Manufacture of a bar stool for an outdoor bar • Manufacture of a wall clock incorporating marquetry face, turned laminated timber frame and acrylic dome cover for outdoor bar area	**Working cooperatively in furnishing and cabinet-making workplaces** • Cabinet making • Furniture finishing • Glazing and framing • Manufacture of a small bedside cabinet using carcase construction • Manufacture and fitting of a drawer to bedside cabinet • Demonstration of manufacture of segmented bowl

Assessment

In Year 11 students will complete four formative assessments comprising two projects, a practical demonstration (separate to the assessable component of a project) and an examination. In Year 12 students will complete four summative assessments comprising three projects and a practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Resource Requirements

This subject incurs an additional fee.
To meet the School's Workplace Health and Safety requirements and for their own protection, students who choose to study Engineering Skills must provide their own:

- Clear, untinted safety glasses
- Sturdy footwear with uppers made predominantly from leather or strong vinyl
- Students will be required to abide by a Workplace Health and Safety agreement and to adhere to all Workplace Health and Safety procedures set out by their teacher.

Information & Communication Technology

Applied

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 conslusion 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

In Information & Communication Technology, the core topics of Hardware, Software and ICT in society are integrated into each of the following units of work.

Unit 1	Unit 2	Unit 3	Unit 4
Get Published • Using digital image and document production software to solve technical and/or creative problems for clients. **Get Calculating** • Using spreadsheet software to input and perform numerical operation, and produce charts.	**Get Connected** • Exploration of online communication techniques and their impacts. **Get Things Moving** • Using animation software to design, develop and evaluate animations.	**Get Organised** • Using database software to store, sort, query, create forms and produce reports. **Get Online** • Techniques for website design, and the software for website development.	**Get Online (continued)** • Design, develop and evaluate a website for a client **Get Known** • Using graphics and web software to develop a personal online digital presence to present yourself to potential employers.

Assessment

In Year 11 students will complete four formative assessments. In Year 12 students will complete four summative assessments. The assessment each year will consist of three projects and one extended response.

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Instrumental Music

School Based

Students wanting to enrol in Instrumental Music would ideally have prior experience through involvement in their primary school program. Those students simply enrol in the instrumental music program through the Arts department. Students wanting to start learning an instrument are required to complete a short aperture activity to determine suitability for a particular instrument before enrolling.

Pathways

Students may elect to study Instrumental Music purely for their own enjoyment and knowledge, to complement their studies in school Music, to continue their studies beyond school to tertiary institutions and/or to become involved in a music related field in the work force. Students who study instrumental music into senior often display higher skill levels assisting them in classroom General Music. It should be noted that music is a very accessible commodity in our culture and as such this subject has a particular contribution towards enhancing the quality of students' lives.

Objectives

The study of Instrumental Music aims to:

- Provide an opportunity for the musical development of students through instrumental instruction on a group basis
- Provide ensemble experience for these students so that they develop ensemble performance skills as an integral part of their music education.
- Encourage small ensemble and solo performances so that they gain confidence and independence in performance, and through music, to develop their sense of artistry, expression and aesthetic sensitivity.

Structure

Students participate in group lessons on a selected instrument following a sequential and cumulative curriculum. Each level of the curriculum covers the scope of musical concepts involved in learning to play an instrument, with successive levels showing increasingly complex applications.

Assessment

Students will be assessed in all content areas using the following criteria:

1. **Literacy**	2. **Technique**	3. **Performance**
• Instrument • Symbols & Terms • Rhythm & Melody • Sight Reading	• Posture • Tuning & Intonation • Tone • Articulation	• Solo & Ensemble Performance

Resource Requirements

This subject incurs an additional fee. Students will be required to purchase method books for their chosen instrument, and if applicable, a fee of $50 will be charged for the loan of school instruments to cover the cost of maintenance.

Senior Astronomy & Senior Astrophysics (Recognised Complementary – Online Delivery)

School Based

These two courses are offered online through our "Online College of Advanced STEM" (OCAS) in collaboration with the University of Southern Queensland (USQ). They are the only QCAA Registered Recognised Advanced School-based Studies in Queensland. Several leading Australian tertiary institutions are recognising these well-established courses through their scholarship programs. ***These courses are modelled on tertiary content and require a high level of mathematical ability to meet the cognitive demands needed to successfully complete them. It is desirable that students study Maths B and Mathematics C and/or Physics concurrently with these courses. A very high achievement in extension junior mathematics would be highly recommended to undertake and achieve well in these courses.***

Senior Astronomy and Senior Astrophysics are online, highly flexible and highly challenging courses for students with an interest in Mathematics and Physics. Students can begin studying the courses at any time of the year and study can continue during holidays. The courses are designed to fit in with any subject line at school. Students will have access to a range of help and support technologies that connect them to our facilitators using a Live Text Chat, Video Conferencing, Integrated Checkpoints, Q&A Forums or Email.

Pathways

Students studying Senior Astronomy and Senior Astrophysics will be exposed to high elements of mathematics, physics, and technology. Students who are successful at completing this course may have the opportunity to further their studies in astronomy, astrophysics or any of these STEM disciplines at a tertiary level in a Bachelor of Science degree.

Structure

Senior Astronomy (Recommended for Year 11 or Year 10 accelerated) **Application of Mathematical Techniques** Topics studied online in Blackboard via the Learning Place include: • Astronomy and the Universe • Observational Astronomy • Eclipses • Dynamics of the Solar System (Kinematics) • Properties of Light (Spectroscopy) • Rotational Mechanics • Optics relating to Telescopes • Planetology • Solar Astronomy	**Senior Astrophysics** (Recommended for Year 12 or Year 11 accelerated) **Application of Advanced Mathematical Modelling** Topics studied online in Blackboard via the Learning Place include: • Introduction to Calculus & Fundamental Kinematics • Birth and Life of Stars • The Death of Stars • Cosmology • Photometry • Orbital Mechanics • Advanced Solar Imaging

Assessment

Students will be required to submit online responses to lessons so instant feedback can be accessed by the student and their progress can be closely monitored. Types of assessment will include written examinations, report and investigation writing, practical "hands on" activities assessed through observation and questioning and "on line research projects" through tertiary institutions.

Resource Requirements

A fee of $500 per course is applicable to offset costs for administration of online services. Students may have the opportunity to participate in field trips and an Annual Astro Conference at an additional cost. Field trips will be dependent on astronomical event opportunities occurring throughout the year. See www.ocas.net.au

Recommended Text (Senior Astronomy):
Universe - 9th Edition with CDROM – Roger A Freeman, Robert M Geller, William J Kaufmann III
ISBN: 1429259515. Available for online order through www.fishpond.com.au

On successful completion (minimum of "C" standard), students are issued with a "Certificate of Completion" endorsed by USQ and their QCAA Learning Accounts are credited with 2 QCE points per course.

Senior Coding (School-Based University – Online Delivery)

School based university subject

School Based

This course is offered online through our "Online College of Advanced STEM" (OCAS) and is facilitated through a lecturer at the University of Southern Queensland (USQ). ***Therefore it is highly recommended that students wishing to undertake this subject meet the following:***

Year 10	Year 11	Year 12
Highly capable students in mathematics with an interest in coding	Capable students in mathematics with an interest in coding	Students with a profound interest in coding

Senior Coding covers foundational programming knowledge (including language syntax and facilities) as well as strategies which allow programmers to apply such knowledge to solve programming problems. Students will learn to analyse and comprehend existing programs and create solutions to programming problems by generating programs which apply programming strategies covered in the course.

On completion of this course students should be able to:

- Demonstrate understanding of the programming language knowledge covered in the course by comprehending code in existing programs;
- Apply programming language knowledge covered in the course to generate programs;
- Comprehend programming strategies covered in the course by analysing programs which demonstrate such strategies;
- Create solutions to programming problems by generating programs which apply programming strategies covered in the course;
- Demonstrate problem solving in the context of programming through designing, debugging, implementing and testing programs.

Pathways

Programming is relevant to both computing professionals and individuals who wish to be more than end-users. The topics in the course will allow students to learn programming using Python, but should also develop skills transferrable to other languages, paradigms and contexts. The course is appropriate for students wishing to have only a single exposure to programming, but is also sufficient for students intending to complete further programming instruction.

Structure

Unit/Title	Contents
Unit 1: Coding Basics	The way of programming; Variables, Expressions & Statements; Functions; Case study: Interface design
Unit 2: Controlling the Flow	Conditionals and Recursion, Fruitful Functions; Iteration
Unit 3: Strings	Strings; Debugging; Case study: Word play
Unit 4: Data Structures I	Lists; Dictionaries; Tuples
Unit 5: Data Structures II	Case studies; Data structure selection; The Goodies; Analysis of Algorithms
Unit 6: Object Oriented Programming	Classes and Objects; Classes and Functions; Classes and Methods; Inheritance

Assessment

Two exams, one after Unit 3 and one after Unit 6. Examination time frame is 140 minutes. Exams to have a part A and B, with equivalent time allocated, i.e. 70 minutes to complete each part. Part A assesses basic knowledge. Passing part A is equivalent to receiving a Year of C. Part B questions are more advance and help to differentiate the students for A and B grading.

Quizzes are used to monitor the student's learning and progress in the course. Students complete a quiz roughly after every two lessons.

Resource Requirements

A fee of $500 per course is applicable to offset costs for administration of online services. See www.ocas.net.au

CPC10111 Certificate I in Construction

VET subject

VET

What is VETiS?

Vocational education and training (VET) in Schools (VETiS) is the delivery of nationally recognised training to secondary school students, providing them with the skills and knowledge required for employment in specific industries.

Qualification Details

The qualification CPC10120 Certificate I in Construction provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials.

There are no entry requirements and possible career pathways include:

- Carpenter
- Bricklayer
- Tiler
- Plaster
- Painter
- Plumber

Course Information

The Blue Dog Training VETiS program is a partnership between a student's school and Blue Dog Training for the delivery of the specified qualification.

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

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

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

Course Duration

Typically commencing in Year 10 or 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years.

A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Funding and Eligibility

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

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

- be aged 15 years or older
- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

For more information on government funding for VETiS can be accessed at: https://desbt.qld.gov.au/training/providers/funded/vetis

In situations where a school student is not eligible for funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training.

CPC10120 Certificate in Construction

To achieve this qualification, a student must demonstrate competency in 11 units of competency as follows:

- 8 core units of competency and
- 3 elective units of competency.

Core

CPCCCM2004*	Handle construction materials
CPCCCM2005*	Use construction tools and equipment
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCWHS1001#	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirement, policies and procedures in the construction industry

Elective

CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001*	Read and interpret plans and specifications

NOTES

* **Prerequisite units of competency** - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met.

Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

 # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHS regulatory authority requirements for WHS induction and must be achieved before access to any building and construction work site.

Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information on this qualification is available at: https://training.gov.au/Training/Details/CPC10120

ACM20117 Certificate II in Animal Studies

VET subject

VET

This national qualification is nationally recognised as the introductory step to gaining the basic skills and knowledge required for working in the Animal Care industry including employability skills. This course is well suited to students who enjoy practical activities in a team environment and are interested in learning how to use tools and machinery and develop animal work and care skills. Certificate I is suitable for a person who wants the knowledge and skills to perform in a defined range of animal industry activities most of which may be routine and predictable and applications may include a variety of employment-related skills including broad-based general skills and specific workplace skills. The titles of the units of competency give a guide to the content of the course which is project based. The agriculture industry has a long history of being an excellent employer and trainer of new entrants to its industry. The industry is highly diverse, containing occupations such as vet assistants, animal care workers, vet nurses and retail assistants in the animal sector. The industry has a worth of approximately $12 billion and employs two per cent of the Australian workforce.

A genuine interest in the care and management of all animals is essential and completion of the junior subject Animal Studies would be useful but not essential.

Structure

This subject is a nationally recognised certificate course and equates on completion of the full certificate to four QCE credits over four semesters. Within this course students will complete a total of twelve Units of Competency from ACM20117, seven core units and five elective units.
The units are:

Unit Code	Unit Name	Unit Type
ACMGAS201	Work in the animal care industry	Core
ACMGAS202	Participate in workplace communications	Core
ACMGAS203	Complete animal care hygiene routines	Core
ACMGAS204	Feed and water animals	Core
ACMGAS205	Assist in health care of animals	Core
ACMGAS206	Provide basic first aid for animals	Core
ACMWHS201	Participate in workplace health and safety processes	Core
ACMSUS201	Participate in environmentally sustainable work practices	Core
ACMGAS209	Provide information on companion animal, products and services	Elective
ACMGAS210	Prepare for and conduct a tour or presentation	Elective
ACMSPE304	Provide basic care of domestic dogs	Elective
ACMSPE310	Provide basic care of mammals	Elective

Assessment

Competency based assessment follows the national principles of assessment and rules of evidence. Students demonstrate their skills and knowledge over the duration of the course. Evidence of progress towards competency is gathered throughout the course in a range of workplace relevant contexts. Some of the methods used to gather assessment evidence may include: direct observations of tasks, oral questioning on specific knowledge, folios of work or

even skill and knowledge tests, for example on safe operation of equipment or workplace ergonomics. Assessment evidence will often be gathered for clusters of units. The outcome of the course may include the successful completion of a qualification and the awarding of a certificate or successful completion of at least one unit of competency and the awarding of a statement of attainment. Final outcomes for units of competency are expressed in terms of Competent (Pass) or Not Yet Competent (Fail). The VET outcomes are not grades (A to E), rather feedback on a student's progress over the course of the subject (competent/not competent). Results are also recorded on their Senior Statement or QCE. Students complete practical jobs that use a wide variety of information, tools and processes. Some projects used to gather evidence towards competency include:

- Organising and operating as tour leaders for prep and primary school aged students visiting the animals on site
- Caring for the domestic animals living on the school site including feeding, watering and health care
- Participating in guest speaker forums on careers in agriculture

Practical assessment work with a range of animals will be ongoing over the two years.

Pathways

The Certificate II in Animal Studies provides students with knowledge and skills related to employment within the Animal Care sector.

Examples of potential careers include but are not limited to:

- Veterinary Assistant
- Catteries and kennels
- Animal Training facilities
- Animal Refuges
- Wildlife Carers

Students who would like to further develop their animal industry and care skills and knowledge after doing this course may undertake Nationally recognised Certificates in a range of areas as well as continue into animal courses offered by a range of universities on external entry requirements.
Some of the courses currently on offer by other Recognised Training Organisations as options for further study are:
ACM30117 Certificate III in Animal Studies
ACM30217 Certificate III in Animal Technology
ACM30317 Certificate III in Captive animals
ACM30417 Certificate III in Companion Animal Services
ACM40417 Certificate IV in Veterinary Nursing

Resource Requirements

This subject incurs an additional fee. Students must wear fully enclosed leather shoes and a school wide brimmed hat as per the School Dress Code for this subject to meet Workplace Health and Safety requirements.
This subject has four QCE Credits based on achieving the full Certificate II at exit after four semesters or when all required units of competency have been completed for Certificate II in Animal Studies.

MEM20413 Certificate II in Engineering

VET Subject - In School Program over 1 year

VET

VET Subject

What is VETiS?

Vocational education and training (VET) in Schools (VETiS) is the delivery of nationally recognised training to secondary school students, providing them with the skills and knowledge required for employment in specific industries.

Qualification Details

The qualification MEM20413 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Possible apprenticeship career pathways include:

- Engineering - Fabrication Trade (Boilermaking/ Welding)
- Engineering - Fabrication Trade (Sheetmetal working
- Engineering - Mechanical Trade (Fitting and/or Turning)
- Engineering - Mechanical Trade (Machining)
- Engineering - Mechanical Trade (Diesel Fitting/Fixed & Mobile Plant Mechanic)

Course Information

The Blue Dog Training VETiS program is a partnership between a student's school and Blue Dog Training for the delivery of the specified qualification. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop. Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Course Duration

Typically commencing in Year 10 or 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years.

A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Funding and Eligibility

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications. This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enroll in a Blue Dog Training VETiS program, students must:

- be aged 15 years or older
- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

For more information on government funding for VETiS can be accessed at: https://desbt.qld.gov.au/training/providers/funded/vetis

In situations where a school student is not eligible for funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training.

MEM20413 Certificate II in Engineering Pathways

To achieve this qualification, a student must demonstrate competency in 12 units of competency as follows:

- Four (4) core units of competency and
- Eight (8) elective units of competency.

Core

MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices

Elective

MEM18001C	Use hand tools
MEM16008A	Interact with computing technology
MEM18002B	Use power tools/hand held operations
MEMPE002A	Use electric welding machines
MEM16006A	Organise and communicate information
MSAPMSUP106A	Work in a team
MEMPE007A	Pull apart and reassemble engineering mechanisms
MEMPE001A	Use engineering workshop machines

More information on this qualification is available at: https://training.gov.au/Training/Details/MEM20413

SIT20316 Certificate II in Hospitality

VET Subject - In School Program over 1 year

NATIONALLY RECOGNISED TRAINING

VET

ATHERTON SHS: SIT20316 CERTIFICATE II IN HOSPITALITY

DURATION OF COURSE: 1 academic year (Year 11 students)

ENTRY REQUIREMENTS: There are no entry requirements.

FUNDING: Fully funded by VETiS for eligible students

QUALIFICATION DESCRIPTION: This course gives students a good introduction and basic understanding of the hospitality industry. In year 12, students may elect to further their studies by undertaking an additional five units of competency to upgrade to the **Certificate III in Hospitality.**

Core Units	
BSBWOR203	Work effectively with others
SITXCCS003	Interact with customers
SITHIND002	Source and use information on the hospitality industry
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in the safe work practices
SITHIND003	Use hospitality skills effectively
Elective Units	
SITXFSA001	Use hygienic practices for food safety
SITXCCS006	Provide service to customers
BSBITU306	Design and produce business documents
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB002	Provide responsible service of alcohol
SITHFAB005	Prepare and serve espresso coffee

DELIVERY MODE: Delivery will be face to face where a MiHaven Training trainer will come to the school each week for 2 sessions per week, with 1 session per week being staffed by the school where students will be supervised to complete self-directed work and practical components.

ASSESSMENT: Assessment is continuous, and competency based.

FEES: Payment of this course is made by accessing a student's VETiS funding. In the case where a student is not eligible for VETiS funding, fees will be incurred and are subject to the total number of students in the class.

ENROLMENT: Students who enroll after the commencement of the course may not achieve the full qualification. In this case, students will receive a Statement of Attainment listing units that have been successfully completed.

VOCATIONAL PLACEMENT: Students are required to complete 12 service shifts in industry to achieve competency. MiHaven Training will assist with sourcing suitable placements, which may include but is not limited to, planned excursions, field trips, etc.

SIT20316 Certificate II in Hospitality – Holiday Program
VET subject

VET

MiHaven TRAINING
RTO no. 40928

Shaping the future

ATHERTON SHS: SIT20316 CERTIFICATE II IN HOSPITALITY – HOLIDAY PROGRAM

DURATION OF COURSE: 1 academic year (Year 10, 11 & 12 students)

ENTRY REQUIREMENTS: There are no entry requirements.

FUNDING: Fully funded by VETiS for eligible students

QUALIFICATION DESCRIPTION: This course gives students a good introduction and basic understanding of the hospitality industry.

Core Units	
BSBWOR203	Work effectively with others
SITXCCS003	Interact with customers
SITHIND002	Source and use information on the hospitality industry
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in the safe work practices
SITHIND003	Use hospitality skills effectively
Elective Units	
SITXFSA001	Use hygienic practices for food safety
SITXCCS006	Provide service to customers
BSBITU306	Design and produce business documents
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB002	Provide responsible service of alcohol
SITHFAB005	Prepare and serve espresso coffee

DELIVERY MODE: Delivery will be face to face where a MiHaven Training trainer will come to the school for 2 x 1-week blocks during the April & July school holidays, as follows:

2nd Week of Easter School Holidays	Dates TBC	9.00AM – 3.00PM
2nd Week of Winter School Holidays	Dates TBC	9.00AM – 3.00PM

ASSESSMENT: Assessment is continuous, and competency based.

FEES: Payment of this course is made by accessing a student's VETiS funding. In the case where a student is not eligible for VETiS funding, fees will be incurred and are subject to the total number of students in the class.

ENROLMENT: Students who enroll after the commencement of the course may not achieve the full qualification. In this case, students will receive a Statement of Attainment listing units that have been successfully completed.

VOCATIONAL PLACEMENT: Students are required to complete 12 service shifts in industry to achieve competency. MiHaven Training will assist with sourcing suitable placements, which may include but is not limited to, planned excursions, field trips, etc.

MiHaven TRAINING
RTO no. 40928

training@mihaven.com.au
07 4041 0407
130 Abbott Street, Cairns, QLD 4870
mihaven.com.au/training

Certified B Corporation

Nationally Recognised Training

RII20115 Certificate II in Resources and Infrastructure Work Preparation

VET

RII20115

AUSTRALASIAN DRILLING INSTITUTE PTY LTD

RTO Number: 31440

Certificate II in Resources and Infrastructure Work Preparation

Resourcing the Future

8 weeks (1 term)

Prepares senior students with basic knowledge and skills for entry level jobs and further training to commence successful career paths in the global resources and infrastructure industries. Students will learn with ADI's eLearning platform in conjunction with practical sessions, reinforcing their knowledge, through real world activities.

Students will participate in field trips where they will have the opportunity to engage and gain valuable information from Industry experts within the resource and infrastructure sectors.

To enrol click the link below.

aus.drillinginstitute.com/VETenrolment/applyNow.html

Contacts:

Rachel on **+61 (07) 4032 2175**

Entry level qualification for Resources and Infrastructure Industries i.e. Mining, Drilling, Quarrying and Civil Construction

VET in Schools Funding

4 QCE Points

Delivered at school **Online** with **Practical Training** and Assessment during outdoor group activity sessions

Successful completion of this program also includes:
HLTAID003 Provide first aid
RIIWHS204D Work safely at heights

Already used your VETiS funding?
Fee for service cost is $1500
Subject to terms and conditions

Head Office
27 Aeroglen Drive, Aeroglen QLD 4870
Brisbane Office
45 Colebard St W, Acacia Ridge QLD 4110

Head Office
+61 (07) 4032 2175
Brisbane Office
+61 (07) 3276 0036

info@drillinginstitute.com
www.drillinginstitute.com

Personal Protective Equipment (PPE)

ADI will supply

- Orange drill long-sleeved shirt

Student to supply

- 1 x long pants (jeans or navy drill pants)
- 1 x closed in shoes (sturdy walking boots or sneakers)

Cost of Training Course

RII20115 Certificate II in Resources and Infrastructure Work Preparation **(funded by the Queensland Government, for eligible students)**

Out of pocket costs:

- PPE approximately **$50.00** (drill pants if required)
- Camp accommodation, transport & meals **$100.00** (3 days & 2 nights)

Schedule

Week	Activity	Venue
1	Legislation	E Learning at school
	Risk Management	E Learning at school
	Management Systems	E Learning at school
2	Tagging and Isolation	E Learning at school
	Workplace Health and Safety	E Learning at school
	Communicate in the Workplace	E Learning at school
3	First Aid	E Learning at school
	Work Safely at Heights	E Learning at school
4	Team Building and Mini Mining Safety Induction	Outdoor learning centre
5	Provide First Aid	Practical at ADI or outdoor
6	Read and Interpret maps	E Learning at school
	Carry Out Measurements and Calculations	E Learning at school
7	Work Safely at Heights	Practical at ADI or outdoor
8	Mapping and Calculations	Practical at ADI or outdoor

Pathways

This qualification is funded under the VET in Schools framework as a qualification leading to employment outcomes. Career and training pathways in the resources and infrastructure industries depend on the job roles and which sub-sectors one is employed in. Further training may follow successful completion of this program in either a pre-industry course for one sector, such as under the Year 12 graduate program, or combined with employment for a traineeship in either a Certificate II or III qualification or a program under the Government's Certificate 3 Guarantee.

10751NAT Certificate III in Aboriginal and Torres Strait Islander Education

VET

Registered Training Organisation	TAFE North QLD CRICOS Provider Code: 03020E RTO Code: 0275 Higher Education Provider Code: PRV13003
Subject Type	Vocational Education and Training (VET) Qualfication
Qualification	10751NAT – Certificate III in Aboriginal and Torres Strait Islander Education
Vocational Education and Training in Schools (VETiS) initiative, funded by Queensland Government	VETiS study is funded by the Qld government. It permits a High School student to study one employment stream qualification. Where a student chooses the Certificate III in Aboriginal and Torres Strait Islander Education, this course would be delivered free of charge.
Course Length	2 years
Reasons to Study the Subject	The Certificate 3 in Aboriginal and Torres Strait Islander Education is the first step on a pathway to teacher aide or CEC work in primary schools or a Bachelor of Education in Primary Teaching at JCU.

ENTRY REQUIREMENTS

This course is ONLY open to Aboriginal and/or Torres Strait Islander students.
Students are required to attain a recommendation from their High School administration attesting to their efforts and attendance throughout Yr 10.
Students must have a pass (C) or above in English and Maths in Yr 10 OR achieve an ACSF level 3 or above in an online literacy and numeracy test.
Students should have, or be eligible for, a 'Working with Children' card.

Topics of Study

YEAR 11			
TERM 1	TERM 2	TERM 3	TERM 4
• Develop understanding of own Aboriginal and/or Torres Strait Islander identity • Contribute to the health and safety of students • Produce simple work documents (elective) • Design and produce business documents (elective)		• Support the reading development of Aboriginal and Torres Strait Islander children • Support behaviour of children and young people • Contribute to students' education in all developmental domains • Contribute to organisation and management • Work effectively with students and colleagues	

YEAR 12			
TERM 1	TERM 2	TERM 3	

	<table><tr><td>• Support Aboriginal and Torres Strait Islander children with science enquiry • Use educational strategies to support Aboriginal and Torres Strait Islander education •</td><td>• Support the development of numeracy skills • Work effectively as an Aboriginal and Torres Strait Islander education worker • Produce work that expresses own Aboriginal and/or Torres Strait Islander identity • One elective(music, language, disabilities, language and culture in classrooms)</td><td></td></tr></table>
Learning Experiences	Program delivery includes: • Online sessions with TAFE Lecturer • In-person classes with Teacher Co-ordinator and visiting cultural and educational experts • Practical experience in classrooms at a primary school, working with primary students and teachers (100 hrs over 2 years). This is recorded in a Vocational Experience Logbook. • Learner Guide study, online resources and related activities.
Learning and Assessment	Written assessment tasks are uploaded to TAFEConnect for marking by the TAFE lecturer. Resubmission is available where needed. Third party observation assessments by the teacher coordinator, and supervising teachers when on practical experience, will also from part of the evidence of competency.
Pathways	The Certificate III in Aboriginal and Torres Strait Islander Education is part of a long-standing program (RATEP). The long term goal is to increase the number of state-registered Aboriginal and Torres Strait Islander teachers and this is reflected in the RATEP partnership between Education Queensland (EQ), James Cook University (JCU) and Tropical North Queensland Institute of TAFE (TNQIT). This course provides a direct pathway to becoming a fully qualified teacher. It is specifically targeting Year 11 and 12 senior high school students who are able to incorporate this course as a key component of their Queensland Certificate of Education (QCE) studies over a two year period. This course is part of a suite of three courses, being Certificate III, IV and Diploma of Education (ATSI). Combined, they provide a logical and integrated pathway through to the Bachelor of Education at James Cook University (JCU). The courses are offered in response to the expressed needs of Aboriginal and Torres Strait Islander communities for on-site, culturally-relevant teacher education.
Cost	Nil
For further information contact the RATEP Teacher Coordinator at Atherton SHS , Trudy Schieb on 0475975054	

AVI30419 Certificate III in Aviation (Remote Pilot)
VET subject

VET

Course Offering	**AVI30419- Certificate III in Aviation (Remote Pilot)**
Website:	https://www.aviationaustralia.aero/remote-pilot-training/
Registered Training Organisation:	Aviation Australia (RTO No.30770)
Subject Type	Vocational Education and Training
Course Length	**18 Months** / Flexible option based on the requirements of the school.
Reasons to Study the Subject	Obtaining your Remote Pilots Licence (RePL) is the first step to being able to operate remotely piloted aircraft systems (RPAS), otherwise known as drones or UAVs, for commercial or business purposes without many weight or operating restrictions. The unmanned aviation industry is set to grow significantly in the next decade and remotely piloted aircraft (RPA) have already begun replacing manned aircraft in many roles. In partnership with a CASA-approved RPAS training provider, Aviation Australia can offer the theoretical and operational (practical) training required to obtain your RePL and kick-start your drone career. Anyone can undertake remote pilot training, even if you have never flown a drone before. You will also receive your Certificate III in Aviation (Remote Pilot). This is an academic qualification which you can either use as a stand-alone set of skills or build on by gaining further aviation qualifications such as the Diploma of Aviation Management. The Certificate III in Aviation (Remote Pilot) provides you with important training to legally operate a remotely piloted aircraft. It will also allow you to fly without many of the weight or operating restrictions applied to recreational users. **QCE Credits: Successful completion of the Certificate III in Aviation contributes a maximum of seven (7) credits towards a student's QCE.**
Topics of Study / Learning Experiences	**Units of Competences** AVIF0021 Manage human factors in remote pilot aircraft systems operations AVIH0006 Navigate remote pilot aircraft systems AVIW0028 Operate and manage remote pilot aircraft systems AVIW0004 Perform operational inspections on remote operated systems AVIY0052 Control remote pilot aircraft systems on the ground AVIY0023 Launch, control and recover a remotely piloted aircraft AVIY0053 Manage remote pilot aircraft systems energy source requirements AVIY0031 Apply the principles of air law to remote pilot aircraft systems operations AVIZ0005 Apply situational awareness in remote pilot aircraft systems operations. AVIE0003 Operate aeronautical radio AVIG0003 Work effectively in the aviation industry

	AVIY0027 Operate multi-rotor remote pilot aircraft systems AVIW0006 Perform infrastructure inspections using remote operated systems AVIW0007 Perform aerial mapping and modelling using remote pilot aircraft system
Certificate Outcomes	• AVI30419 Certificate III in Aviation (Remote Pilot); • CASA Remote Pilot Licence (RePL)*; • CASA Aeronautical Radio Operators Certificate (AROC)* *This is a CASA requirement to use aviation VHF radios, which are needed when flying near aerodromes and helipads. *(Will be issued when student is 17)* **subject to Civil Aviation Safety Authority (CASA) approval*
Pathways	There are many different pathways available to work in the unmanned piloting industry. Below are some examples of the different industries utilising the skill set taught in this course. • Industrial inspections • 3D mapping • Surveying • Emergency services • Scientific research and environmental monitoring • Agriculture • Drone photography and videography
Assessment	Assessment for the Certificate III in Aviation (Remote Pilot) will be related to real life industry situations and is based on the consistent demonstration of competency. A variety of assessment will be used including; ▪ Practical observations and testing ▪ Theoretical questioning ▪ Portfolio ▪ Structured workplace learning • Online assessment questions and revision All assessment is competency based
Cost	This course is approved for funding by the Queensland Government through the Certificate III Guarantee - Vocational Education and Training in Schools (VETiS) program. Information on VETiS can be found: https://training.qld.gov.au/providers/funded/vetis If students qualify for the VETIS funding, there will be no cost associated with this course. If students have already utilised their VETiS funding and are not eligible, the cost of the certificate will be $1,500.00. To be eligible to enrol in VETiS funding, students must: - Be aged 15 years or older; - Be currently enrolled in either Year 10, 11 or 12 at a Queensland school; Permanently reside in Queensland; - Be an Australian citizen, Australian permanent resident (includes humanitarian entrant); New Zealand citizen or temporary resident with the necessary visa and work permits on the pathway to permanent residency; - Not hold, and not be enrolled in a Certificate III or higher-level qualification, not including qualifications completed at school and foundation skills training. There is also a **$200 maintenance and equipment fee** incurred per course that is payable through the School Resource Scheme. This fee helps maintain the drones used within the course.
Further Information	If you have any queries, please contact Steve Brackin. Phone: (07) 3860 1076 Mobile: 0497 167 040 Email: rpas@aviationaustralia.aero

BSB30115 Certificate III in Business

VET subject

VET

Binnacle Business

BSB30115 CERTIFICATE III IN BUSINESS
Subject Selection Handbook

IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	**This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).** **To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.**

REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)

Subject Type	**Vocational Education and Training**
Nationally Recognised Qualifications	**BSB30120 CERTIFICATE III IN BUSINESS**
Course Length	**2 years**
Reasons to Study the Subject	Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy – incorporating the delivery of a range of projects and services within their school community. Students will also investigate business opportunities. QCE Credits: Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE. Graduates will be able to use their Certificate III in Business • as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer); • to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and • to improve their chances of gaining tertiary entrance.

LANGUAGE, LITERACY AND NUMERACY SKILLS

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

<table>
<tr><td>Topics of Study / Learning Experiences</td><td>
<table>
<tr><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th><th>TERM 4</th></tr>
<tr><td>● Introduction to the Business Services Industry
● Personal Wellbeing; Personal Work Priorities</td><td>● Financial Literacy – Be MoneySmart</td><td>● Workplace Health and Safety
● Participate in Sustainable Work Practices</td><td>● Inclusive Work Practices
● Workplace Communicatio n</td></tr>
<tr><th>TERM 5</th><th>TERM 6</th><th>TERM 7</th><th>TERM 8</th></tr>
<tr><td>● Work in a Team
● Apply Critical Thinking Skills</td><td>● Create Electronic Presentations
● Design Business Documents</td><td>● Deliver Customer Service</td><td></td></tr>
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</td></tr>
<tr><td>Learning and Assessment</td><td>Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a group project where students design and plan for a new product or service (Binnacle Boss Entrepreneurship Program).

A range of teaching/learning strategies will be used to deliver the competencies. These include:
● Practical tasks / experience
● Hands-on activities including customer interactions
● Group projects
● e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

<u>NOTE</u>: From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).</td></tr>
</table>

Pathways	The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example: ● Business Owner ● Business Manager ● Customer Service Manager **Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit** https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar

Cost	• **$265.00 =** Binnacle Training Fees ***Additional charges at the schools discretion:** • $20.00 = Binnacle Boss Project Start Up Capital (Term 6/7 Major Project) • ***{$ Various}* =** Excursions/Discovery days to other outside venues to participate in and to conduct business activities. *Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.* • All texts and reprographics are provided by the school.
For further information, contact the Head of Teaching and Learning Business/Humanities, Dianna Godfrey dgodf23@eq.edu.au	

Important note: As this course is delivered via an external provider, a **10% deposit must be paid upon registration, with full payment by the end of week 3 of Term 1** of the year the course is commenced. Students who have not paid their course fees in full by this time will not be able to continue in the course and will have to choose an alternative subject or course of study. VETIS funding may be available to support payment of course fees.

CHC30113 Certificate III in Early Childhood Education and Care

VET subject

VET

DURATION OF COURSE: 2 academic years (2022 year 11 & 2023 year 12 students)
ENTRY REQUIREMENTS: There are no entry requirements
FUNDING: Not Applicable
QUALIFICATION DESCRIPTION : This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard to support the implementation of an approved learning framework, and support children's wellbeing, learning and development.

Core Units

CHCLEG001	Work legally and ethically
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use and approved learning framework to guide practice
CHCECE003	Provide care for children
CHCECE005	Provide care for babies and toddlers
CHCECE004	Promote and provide healthy food and drinks
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCECE002	Ensure the health and safety of children
CHCPRT001	Identify and respond to children and young people at risk
HLTWHS001	Participate in workplace health and safety
HLTAID004	Provide an emergency first aid response in an education and care setting
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety
CHCECE001	Develop Cultural Competence

Elective Units

CHCECE012	Support children to connect with their world
CHCECE006	Support behaviour of children and young people
BSBWOR301	Organise personal work priorities and development

DELIVERY MODE: Delivery will be face to face at school, 3 x 60-minute sessions per week staffed by a qualified school staff member.
ASSESSMENT: Assessment is continuous, and competency based.
FEES: Payment for this course is made under a Fee-for-Service arrangement - $820 per student.
ENROLMENT: Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students will receive a Statement of Attainment listing units that have been successfully completed.
VOCATIONAL PLACEMENT : To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency

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SIS30315 Certificate III in Fitness

VET

Binnacle Sport & Fitness

SIS30315 CERTIFICATE III IN FITNESS

IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	***This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).*** ***To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto and select 'RTO Files'.***

REGISTERED TRAINING ORGANISATION	**Binnacle Training (RTO Code: 31319)**
Subject Type	**Vocational Education and Training (VET) Qualification**
Nationally Recognised Qualifications	**SIS30315 Certificate III in Fitness** ***PLUS entry qualification:*** **SIS20115 Certificate II in Sport and Recreation**
Course Length	**2 years**
Reasons to Study the Subject	Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. QCE Credits: Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE. This program also includes the following: • First Aid qualification and CPR certificate; *plus* coaching accreditation. • A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.

LANGUAGE, LITERACY AND NUMERACY SKILLS

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

Topics of Study / Learning Experiences

TERM 1	TERM 2	TERM 3	TERM 4
• The Sport, Fitness and Recreation Industry • Work Health and Safety in Sport and Fitness • Developing Coaching Practices	• Community Fitness Programs • Policies and Procedures • First Aid and CPR certificate	• Anatomy and Physiology – Body Systems, Cardiorespiratory System, Terminology	• Client Screening and Health Assessments • Plan and Deliver Exercise Programs ***Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation***
TERM 5	**TERM 6**	**TERM 7**	**TERM 8**
• Anatomy and Physiology – Digestive System and Energy Systems • Nutrition – Providing Healthy Eating Information	• Specific Populations; Training Older Clients; Client Conditions	• Training Other Specific Population Clients; Community Fitness Programs	• CPR refresher (optional) ***Finalisation of qualification: SIS30315 Certificate III in Fitness***

Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

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

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: This program involves an 'outside subject' weekly component as follows:

- **MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.**

	• **<u>RECOMMENDED</u>: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.** **All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).**
Pathways	The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example: • Exercise Physiologist • Teacher – Physical Education • Sport Scientist **Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit** https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.
Cost	• **$265.00 =** Binnacle Training Fee - Certificate II entry qualification • **$100.00 =** Binnacle Training Fee - Certificate III Gap Fee • **$55.00 =** First Aid Certificate costs • ***{$ Various}* Year 1X =** Excursions to other outside venues to participate in and to conduct fitness activities. *Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.* • All texts and reprographics are provided by the school.
For further information, contact the Head of Teaching and Learning - Health, Warwick Lyndon, wlynd2@eq.edu.au	

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