



# Senior Handbook

Year 11 and Year 12

Live, Love, Learn  
Leave a Legacy

# 2025- 2026



## CONTENTS

<b>INTRODUCTION .....</b>	<b>5 -</b>
<b>THE FEATURES OF THE SENIOR PHASE OF LEARNING .....</b>	<b>6 -</b>
<b>SET PLANS .....</b>	<b>6 -</b>
<b>QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY (QCAA) .....</b>	<b>6 -</b>
<b>LEARNING ACCOUNTS .....</b>	<b>6 -</b>
<b>SENIOR EDUCATION PROFILE .....</b>	<b>6 -</b>
<b>SENIOR SUBJECTS .....</b>	<b>7 -</b>
<b>VOCATIONAL EDUCATION AND TRAINING (VET) .....</b>	<b>8 -</b>
<b>ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA) .....</b>	<b>8 -</b>
<b>QUEENSLAND CERTIFICATE OF EDUCATION (QCE) .....</b>	<b>9 -</b>
<b>QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA) .....</b>	<b>10 -</b>
<b>AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) .....</b>	<b>12 -</b>
<b>ATAR ELIGIBILITY .....</b>	<b>12 -</b>
<b>PREREQUISITE SUBJECTS .....</b>	<b>13 -</b>
<b>ASSESSMENT AND REPORTING .....</b>	<b>14 -</b>
<b>EXAMS .....</b>	<b>14 -</b>
<b>ASSIGNMENTS .....</b>	<b>15 -</b>
<b>REPORTING .....</b>	<b>15 -</b>
<b>CHOOSING SENIOR SUBJECTS .....</b>	<b>17 -</b>
<b>OVERALL PLAN .....</b>	<b>17 -</b>
<b>GUIDELINES .....</b>	<b>18 -</b>
<b>USEFUL LINKS .....</b>	<b>20 -</b>
<b>SUBJECT CHANGE PROCESS .....</b>	<b>20 -</b>
<b>CHOOSING SUBJECTS FOR YEAR 11 IN 2025 .....</b>	<b>21 -</b>
<b>SUBJECT DESCRIPTIONS .....</b>	<b>22 -</b>
<b>GENERAL SUBJECTS .....</b>	<b>22 -</b>
ANCIENT HISTORY .....	24 -
BIOLOGY .....	27 -
BUSINESS .....	30 -
CHEMISTRY .....	33 -
DRAMA .....	36 -
ENGLISH .....	39 -
FILM, TELEVISION & NEW MEDIA .....	42 -
FOOD & NUTRITION .....	45 -
LEGAL STUDIES .....	48 -
GENERAL MATHEMATICS .....	51 -
MATHEMATICAL METHODS .....	54 -
MODERN HISTORY .....	57 -
MUSIC .....	61 -
MUSIC EXTENSION .....	64 -
PHYSICAL EDUCATION .....	66 -

VISUAL ART.....	- 69 -
<b>APPLIED AND APPLIED (ESSENTIAL) SUBJECTS .....</b>	<b>- 72 -</b>
ARTS IN PRACTICE.....	- 75 -
BUSINESS STUDIES.....	- 78 -
ESSENTIAL ENGLISH .....	- 81 -
ESSENTIAL MATHEMATICS.....	- 84 -
HOSPITALITY PRACTICES .....	- 87 -
INDUSTRIAL TECHNOLOGY SKILLS .....	- 90 -
MEDIA ARTS IN PRACTICE .....	- 93 -
MUSIC IN PRACTICE .....	- 95 -
SOCIAL & COMMUNITY STUDIES .....	- 98 -
VISUAL ARTS IN PRACTICE.....	- 101 -
<b>VOCATIONAL EDUCATION AND TRAINING (VET) COURSES .....</b>	<b>- 104 -</b>
HLT23221      CERTIFICATE II IN HEALTH SUPPORT SERVICES.....	- 105 -
SIS30321      CERTIFICATE III IN FITNESS + .....	- 106 -
SIS20122      CERTIFICATE II IN SPORT AND RECREATION .....	- 106 -
BSB30120      CERTIFICATE III IN BUSINESS .....	- 109 -
AVI30419      CERTIFICATE III IN AVIATION (REMOTE PILOT).....	- 111 -
<b>VOCATIONAL PARTNERSHIPS .....</b>	<b>- 114 -</b>
<b>COLLEGE TO WORK PROGRAMS .....</b>	<b>- 115 -</b>

**Handbook Disclaimer:**

This Handbook contains information that is correct at the time of printing but is subject to change. Changes to legislation, training packages, QCAA syllabuses, Department of Education & QCAA assessment and reporting requirements and/or Capalaba State College's policy may impact on the currency of information included.

You are advised to seek any changed information and/or updates from your teacher/trainer, by contacting Capalaba State College or visiting the QCAA website.

## Introduction

The Youth Participation in Education and Training Act 2003 introduced on 1 January 2006 means that young people need to stay at school until they finish Year 10 or turn 16, whichever comes first. After that they move from Compulsory Schooling to the Compulsory Participation Phase of Learning (sometimes referred to as 'earning or learning'. This means that if they are not working at least 25 hours per week, young people need to stay in education or training for another 2 years, or get a QCE, or get a Certificate III vocational qualification or higher, or turn 17 – whichever comes first.

While most Year 10 students do not have definite occupational goals, they should at least have a clear idea concerning their abilities, interests and ambitions (i.e. how far they are capable of studying, their strengths and weaknesses). Students' ambitions need to be realistic in light of their past achievement, study patterns and habits, motivation and attitude to schooling.

Being a senior student means placing study as the first priority, being able to devote a great deal of time for studies, and working very hard. It is recommended that the study time for each subject is three hours per week for each of the six subjects undertaken, i.e. a total of approximately eighteen (18) hours per week extra on top of class time. With class time being 22 hours per week, this would make Senior Studies a commitment of forty (40) hours per week total which is comparable with time requirements of peers who leave college to enter the workforce full time.

## The Features of the Senior Phase of Learning

### SET Plans

Students in Year 10 in state schools in Queensland are required to develop a Senior Education and Training (SET) Plan. In the SET Plan each student identifies what they will study and learn during The Senior Phase of Learning. This process is similar to career education, but the SET Plan is agreed between each student, their parents/carers and the college. It should be finished by the end of Year 10.

### Queensland Curriculum and Assessment Authority (QCAA)

The Queensland Curriculum and Assessment Authority (QCAA) is responsible for senior secondary syllabus development. It also determines procedures and provides quality assurance for Queensland's system of assessment in the senior phase of learning. As part of this role, the QCAA develops, administers and marks external assessment for senior subjects for Year 12 students.

The QCAA manages the procedures for student certification and issues certificates of achievement, such as the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA), and provides certified copies of certificates and other educational results.

### Learning Accounts

Learning accounts are opened by schools in the 12 months before a student turns 16 or in the 12 months before they complete Year 10.

They are used to record enrolments and results for all studies which contribute to a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).

Students can access their learning account to view their subject and course enrolments, projected QCE eligibility, results and download the Senior Education Profile (when issued).

Year 10, 11 and 12 students can access their learning account via the Student Portal on the [myQCE website](#).

### Senior Education Profile

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

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

### Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

### Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who enrol in Years 11/12 at Capalaba State College must be QCE or QCIA eligible. It is required that students at Capalaba State College complete the QCE/QCIA by the end of Year 12.

### 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 (*only for eligible students with a disability*).

## Senior subjects

The QCAA develops five types of senior subject syllabuses —General, General (Extension), Applied, General (Senior External Examination) and Short Course. Results in General 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.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at [www.qcaa.qld.edu.au/senior/subjects-from-2024](http://www.qcaa.qld.edu.au/senior/subjects-from-2024)

### General Syllabuses

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

General subjects include Extension subjects.

### Applied and Applied (Essential) syllabuses

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

### General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

### Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

## Vocational education and training (VET)

Students can access VET programs through external providers who are Registered Training Organisations (RTOs). Students can enrol in VET courses that are run in the usual College timetable as a subject, or at school or offsite one day a week. There are also opportunities for students to undertake school-based apprenticeships or traineeships.

Students complete competencies related to the certificate course. On completion of all required competencies a certificate is issued by the course provider (RTO).

## Access Arrangements and Reasonable Adjustments (AARA)

The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

For information on how to apply for AARA, refer to the Capalaba State College [Senior Secondary Assessment policy](#) and:

<https://www.qcaa.qld.edu.au/senior/assessment/aara/resources/understanding-aara>



## Queensland Certificate of Education (QCE)

[The Queensland Certificate of Education \(QCE\)](#) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The QCE allows students to choose from a wide range of learning options to suit their interests and career goals.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

<b>Set Amount:</b>	20 credits from contributing courses of study
<b>Set Standard:</b>	Satisfactory completion, pass or grade of C or better
<b>Set Pattern:</b>	12 credits from Completed Core courses of study plus 8 credits from Core, Preparatory (Max 4), or Complementary (Max 8)
<b>Literacy &amp; Numeracy:</b>	Students must meet literacy and numeracy requirements.

General, Applied and Applied (Essential) subjects are Core courses of study, and may contribute **up to four credits per subject** to a QCE.

VET Certificate II and Certificate III courses are Core courses of study. Certificate II may contribute **up to four credits to a QCE**. Certificate III may contribute **up to eight credits to a QCE**.

See the [QCAA Planning your Pathway document](#) for the current QCE Credit Table and further information (this table is updated periodically by the QCAA).

It is the responsibility of the student to inform the college of any external study that may satisfy the QCE requirements.

## Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling. The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

Students eligible for a QCIA pathway should have a history of completing an individual learning program throughout their secondary schooling. Discussions about a QCIA learning pathway must begin before a student starts senior secondary schooling, as part of the senior education and training (SET) Plan process. A collaborative approach involving school staff, parents/carers and the student is needed to determine whether a QCIA pathway is in the student's best interest.

Students with disability are *not* automatically eligible for the QCIA. Many students can complete learning and assessment that aligns with syllabus and/or vocational education and training (VET) certificate requirements and work towards a QCE.

An individual learning program:

- is developed for students who have disability, as defined in the [Disability Discrimination Act 1992 \(Cth\) \(DDA\)](#), that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors
- is a school-developed program of study using curriculum organisers, learning focuses and learning goals from the [Guideline for individual learning \(GIL\)](#)
- is recorded in a QCIA curriculum plan developed via the QCAA Portal
- does not contribute credit to the QCE
- cannot duplicate learning in any areas of study contributing credit to the QCE, e.g. learning from General, Applied or Short Course syllabuses, or VET courses.

Statements of Achievement and Statements of Participation recorded on the QCIA are based on evidence collected about students' achievement and participation.

Schools report achievement under one or more of the curriculum organisers from the GIL:

- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation

- Personal and living dimensions
- Vocational and transition activities.

For more information on the QCIA, go to: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia/about>

## Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where those students have studied different subject combinations.

ATARs are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. ATARs below 30 are reported as '30.00 or less'.

### ATAR Eligibility

The calculation of an ATAR will be based on a student's:

- best five scaled General subject results (recommended course of study for an ATAR) 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.

If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

- Only General English subjects or Essential English can be included in the ATAR, but not both.
- Only General Mathematics subjects or Essential Mathematics can be included in the ATAR, but not both.
- Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

### English requirement

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

Satisfactory completion will require students to attain a final result that is equivalent to a C 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.

## Prerequisite Subjects

Some tertiary courses require specific subjects to be studied as Senior Subjects. It is essential to review the subjects that are **prerequisites** for courses and careers in which students are interested, otherwise options may be limited. Students must be realistic about their abilities, and Year 10 results are usually a good indicator of these. Merely choosing a subject is not enough, students must also achieve satisfactorily in it to satisfy prerequisites. It is more important to select subjects that students like and in which they have demonstrated ability. Refer to the [QTAC Year 10 Guide](#) to check for prerequisite subjects.

Seek help from Deputy Principal, Guidance Officer, or Careers & Pathways teacher if in doubt.

## Assessment and Reporting

Assessment and Reporting occurs under the legislated rules and requirements of the Queensland Curriculum and Assessment Authority and the Department of Education.

There is no fixed percentage of students for each achievement level. Any student who meets the assessment criteria for a level is awarded that grade.

Students must comply with the College's [Senior Secondary Assessment Policy](#), available on the College website.

Assessment programs for the various subjects will usually have a variety of approaches. Assessment of student achievement may include such methods as formal examinations, written class tests, oral presentations in class, assignments and projects (home and/or college), practical tests, observation reports, responses to oral questions, or group work.

To receive an achievement grading and QCE credit for any unit/s for any subject, students must:

- attend for the required minimum timetabled time
- be in attendance at the end of the unit
- provide a response to each assessment
- meet QCAA requirements.

Failure to attend examinations or tests at the set time, failure to submit assignments by the due date without an approved AARA, absences or limited effort in and application to studies in class and at home will affect assessment grades and may affect a student's eligibility for a Unit of Credit, or an overall grade for that subject. A student's enrolment may also be cancelled if they are not attending satisfactorily or participating adequately in the program of instruction.

Where illness or misadventure affects attendance at College internal examinations or presentation of required work, the AARA application process outlined in the [Senior Secondary Assessment Policy](#) must be followed.

## Exams

College internal examinations are held in well-advertised time periods and it is the responsibility of students and parents to avoid using these dates for family holidays and all non-urgent appointments.

Only in the case of an approved AARA, will consideration be given to allowing students to sit for timetabled internal exams outside of the advertised dates.

In General subjects for Units 3 and 4 students must sit External Examinations. The dates and times of these examinations is prescribed by the QCAA and cannot be altered by schools. Students must sit the examinations at the QCAA scheduled times and dates.

## Assignments

Assignments play an important part in the assessment program for many subjects. Assignments are set with sufficient time for completion and make allowance for some work to be done during class time with resources held at the college.

Assignments for assessment must:

- be the student's own work;
- be presented on or before the due date or the due date agreed to on an approved AARA.

In circumstances where a student is enrolled in a subject but does not submit a final response to an assessment (other than unseen examinations), and does not have an extension via an approved AARA, the school will make a judgement based on the work provided by the student for the purposes of authentication (i.e., a checkpoint or draft) during the assessment preparation period.

## Reporting

### Reporting results for General and Applied subjects

#### **Units 1 and 2**

To achieve a unit result for Units 1 and 2, students are required to provide a response to each assessment as outlined in the school's assessment program designed for reporting to the QCAA.

#### **Units 3 and 4**

In order to receive an overall subject result for Units 3 and 4, students must:

- complete Units 3 and 4 as a pair
- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the common internal assessment (CIA)
- for General or General (Extension) subjects, complete all aspects of the summative external assessment, on the date published on the QCAA website

Results awarded for General and General (Extension) internal assessments in Units 3 and 4 are provisional until confirmed by the QCAA.





## Choosing Senior Subjects

It is important to choose senior subjects carefully. Even though there are many factors to consider, choosing a course of study can be made easier if you go about the task calmly and logically.

Whatever direction students choose, they can be sure that they will be met with competition. It is important that the qualifications gained from completing Year 12 are the right ones and at the highest standard possible. It is important also that students have sound basic literacy and numeracy skills and a positive attitude. Good subject choices are important to maximise student success.

### Overall Plan

As an overall plan, you are advised to choose subjects:

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your chosen course and career goals
- which will develop skills, knowledge and attitudes useful throughout your life

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

### Questions for Students to Ask Themselves

- Do I want to do Tertiary Studies after Year 12?
- Do I want to go to TAFE College to do a pre-employment or a pre-apprenticeship course?
- Do I want to enter the workforce as a full-time employee after Year 12?
- Do I hope to get an apprenticeship or traineeship?
- Do I want to undertake Senior Studies and do a traineeship at the same time?
- Do I want to undertake Senior Studies and do a TAFE or certificate course at the same time?
- Will the job I choose require further study in the future?
- Can I prepare myself for a number of the above options?

## Guidelines

### **Relate subjects to current career information**

It is very helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. Students will consider possible career options and pathways in formulating their SET Plan. The Guidance Officer or Careers and Pathways teacher may be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

The following resources are available in schools and give information on subjects and courses needed for careers:

- The [Qld Skills Gateway](#) provides information on occupations and subjects needed for particular occupations and courses. All Year 10's should access the Qld Skills Gateway online during the SET Planning process.
- Other career information, such as brochures from industry groups show the various pathways to jobs within these industries.
- The [QTAC Year 10 Guide](#) provides information on the subjects required for entry to university and TAFE advanced diploma and diploma courses in the year 2027
- Queensland TAFE website: <https://tafeqld.edu.au/>

You will find these terms used in these resources:

**Prerequisite** subjects: subjects which must be taken for future courses or careers

**Recommended** subjects: not essential, but which are likely to make future courses easier to follow

**Useful** subjects: not essential, but give a general background or help develop particular skills

**Assumed knowledge:** students may gain entry to the course without these subjects but could find the course work difficult.

### **Review the full list of subjects the college offers**

Check out each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines in this booklet and other material produced by the college and QCAA
- talk to teachers and heads of departments of each subject
- look at books and materials used in the subject

- listen carefully at subject information sessions.

***Make a decision about a combination of subjects that suits your requirements and abilities***

Students seeking tertiary entry should follow the guidelines for obtaining an ATAR.

Students should consider taking some of the Applied subjects and/or Certificate courses if:

- your past results suggest that some General subjects may be too difficult
- you do not intend going on to tertiary study
- you are interested in the content of a particular subject because it relates to future employment or possible TAFE courses.

For many students a combination of the various types of subjects may be a useful course to follow.

***Be prepared to ask for help***

Even after following these suggestions you and your parents may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people around to talk to - teachers, heads of departments, guidance officer, deputy principals and principal. Don't be afraid to seek their assistance - they are all prepared to help you.

Also, you can talk to students who are doing or have done the subjects. However, don't assume that because one other student does or doesn't like a particular subject you will feel the same. All subjects are both liked and disliked by some students.

If you are still unsure about whether the subject is suitable for you, try to find out not only about the content (i.e. what topics are covered in the subject) but also how the subject is taught and assessed. For example: Does the subject mainly involve learning from a textbook? Are there any field trips, practical work, or experiments? How much assessment is based on exams compared to assignments? Theory compared to practical work? Written compared to oral work?

***The wrong way***

Many students choose subjects for the wrong reasons. There are some traps to avoid when making a selection of subjects that suits you.

Some students think that studying a specific combination of subjects (e.g., English, Mathematical Methods, Chemistry and Physics) will enable a better result or keep all their tertiary options open. Certainly, some tertiary courses do require some of these subjects as a prerequisite, but remember that many courses require no more than English for entry.

More importantly, subjects' results are crucial and so choosing subject you are best at is usually the best option. Do not select certain subjects simply because someone has told you that they "help get you good results and give you a better chance of getting into university".

Try not to be influenced by suggestions that you will not like a particular subject, because a friend/brother/sister disliked it when they studied it.

## Useful Links

- [QTAC Year 10 Guide](#) (student login required)
- MyQCE: <https://myqce.qcaa.qld.edu.au>
- Queensland Curriculum and Assessment Authority: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- QTAC (Queensland Tertiary Admissions Centre): [www.qtac.edu.au](http://www.qtac.edu.au)
- TAFE Queensland: <https://tafeqld.edu.au/>
- Commonwealth Department of Employment: [www.employment.gov.au](http://www.employment.gov.au)
- Career Information: [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Job Outlook: [www.labourmarketinsights.gov.au](http://www.labourmarketinsights.gov.au)
- Queensland Skills Gateway: <https://skillsgateway.training.qld.gov.au/>

## Subject Change process

**It is not recommended to change subjects mid-course in Years 11 and 12, as subject changes may compromise QCE eligibility.** Permission to change subjects is not granted automatically, and is generally not possible once Unit 3 has commenced (usually in term 4 of year 11 or the start of year 12). When a student is considering the possibility of a change of subject the following procedures must be adhered to:

- An interview with the Guidance Officer or Deputy Principal to discuss reasons for the possible change, study and work effort, and career options. QCE and ATAR eligibility needs to be checked.
- Heads of Departments/Co-ordinators and teachers from the relevant subject areas will be consulted by the Administration for advice.
- Parental approval must be gained.
- Final approval is given by the Principal, after consideration of all the advice and circumstances.

## Choosing Subjects for Year 11 in 2025

Students enrol in Senior Studies at Capalaba State College to be QCE or QCIA eligible. When a subject is chosen, the student contracts to undertake studies in that subject for the full duration of the course (Units 1 to 4 for General and Applied subjects, or completion of a VET course). It is therefore important that subjects are chosen wisely.

In addition to these subjects, the senior studies curriculum at Capalaba State College may contain other activities such as sport, tertiary preparation and independent study opportunities for work placement.

Students in year 11 and 12 at Capalaba State College are enrolled on a full-time attendance basis only. This means that students are required to attend for the full time each timetabled college day and partake in the full senior studies curriculum. Students will only be able to access the flexible programs at the discretion of the school.

Students will indicate their selected subjects on the form *Application for Enrolment in Senior Studies – Year 11 2025*. Students will be advised if their subject choices cannot be offered, and will be asked to re-choose where necessary. Subject offerings from the Brisbane School of Distance Education or other training providers will be considered if the college is unable to run a subject. Classes in subjects on offer will only go ahead if there are sufficient numbers, staff with appropriate expertise are available and the college has the physical resources specified to offer the course.

Students must choose six subjects (including an English subject and a Mathematics subject).

### *Exceptions:*

Students who are completing School Based Apprenticeships or Traineeships (SATs) or VET/TAFE certificates one day a week may be given the option of dropping one subject, providing certification requirements are met and the QCE points are being obtained through the SAT or certificate.

## Subject Descriptions

Subject descriptions are correct at the time of printing. Subject Syllabuses and Training Packages may change at the discretion of the QCAA or Training Package Provider.

### General Subjects

#### Structure

##### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

##### Extension syllabuses course overview (Year 12 only)

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

#### Assessment

##### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

### Instrument-specific marking guides

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

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

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

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

### External assessment

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

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

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

# Ancient History

## *General Senior Subject*

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

### **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:



- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose

### Prerequisites

Nil, however it is recommended that students have a minimum C standard in Year 10 History and English.

### Workload

It is expected students research, draft and read on most nights. Minimum 3 hours per week.

### Special Requirements

It is advantageous for students to join the college student resource scheme.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient societies</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Personality from the Ancient World 1</li> <li>• Personality from the Ancient World 2</li> </ul>	<b>Reconstructing the Ancient World</b> <p>Schools select two of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> <li>• Thebes — East and West, from the 18th to the 20th Dynasty</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• The Ancient Levant — First and Second Temple Period</li> <li>• Persia from Cyrus II to Darius III</li> <li>• Fifth Century Athens (BCE)</li> <li>• Macedonian Empire from Philip II to Alexander III</li> <li>• Rome during the Republic</li> <li>• Early Imperial Rome from Augustus to Nero</li> </ul>	<b>People, power and authority</b> <p>Schools select one of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Carthage and/or Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> <li>• Ancient Rome — the Augustan Age</li> <li>• Ancient Rome — Imperial Rome until the fall of the Western Roman Empire</li> <li>• Ancient Rome — the Byzantine Empire</li> </ul> <p>Schools select one of the personality options that has</p>

		<ul style="list-style-type: none"> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The Celts and/or Roman Britain</li> <li>• The Medieval Crusades</li> <li>• Classical Japan until the end of the Heian Period</li> </ul>	been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.
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## Assessment

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

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

## Summative assessments

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

# Biology

## General Senior Subject

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Prerequisites

Students take Biology should have a sound knowledge of Science (at least a “C” in year 10 Science) and possess an enquiring mind and positive attitude.

## Workload

Class consisting of 210 minutes per week (3 x 70 minute lessons) plus an additional 3 hours of study and homework per week.

## Special Requirements

Nil

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Exchange of nutrients and wastes</li> <li>• Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis — thermoregulation and osmoregulation</li> <li>• Infectious disease and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity and populations</li> <li>• Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• Genetics and heredity</li> <li>• Continuity of life on Earth</li> </ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%

• Data test		• Research investigation	
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

# Business

## *General Senior Subject*

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

## Pathways

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

## Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

## Prerequisites

Having gained a C or above in Year 10 English and Maths.

## Workload

Class work consisting of 210 minutes per week (3 x 70 minute lessons), plus an additional 3 hours of study and homework per week.

## Special Requirements

Nil

## Structure

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

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%

• Examination — combination response		• Feasibility report	
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination — combination response	25%



# Chemistry

## General Senior Subject

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students’:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

## 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 ideas and findings
- apply understanding

- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Prerequisites

Students selecting Chemistry should be achieving a “B” or higher in Year 10 Science and a “A” in Year 10 Maths.

It is recommended that students undertaking Chemistry also be enrolled in Mathematical Methods. Parents please note that this course is currently offered in a composite mode, allowing both Year 11 and 12 students to study together.

## Workload

Class consisting of 210 minutes per week (3 x 70 minute lessons) plus an additional 3 hours of study and homework per week.

## Special Requirements

Nil

## Structure

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

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		

• Student experiment			
Summative external assessment (EA): 50%			
• Examination — combination response			

# Drama

## *General Senior Subject*

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

## **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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural

perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

## Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

## Prerequisites

While a B standard or higher in year 10 Drama is preferable, students considering General Drama *must* have achieved at least a C standard in Year 10 English.

## Workload

Students who miss timetabled classes due to TAFE, traineeships, apprenticeships, excursions, etc are expected to work with their teacher to ensure that all course and assessment work is completed as per assessment timelines.

### Rehearsal and Productions

Students will be expected to rehearse for assessment tasks in their own time. This might include rehearsing during lunch breaks, at home with group members on weekends, or attending special technical rehearsals at college prior to assessment productions.

## Special Requirements

### Viewing Professional Productions

Students are required to analyse and evaluate professional productions of theatre each semester to prepare for the IA2 and external exam. This will involve purchasing tickets and arranging transport to and from Brisbane City or Redlands Performing Arts Centre in Cleveland. Approximate cost is \$50-\$100 per semester.

If selecting this subject, it is highly recommended, you join the College Student Resource Scheme as many scripts and textbooks are used.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience?	<b>Reflect</b> How is drama shaped to reflect lived experience?	<b>Challenge</b> How can we use drama to challenge our	<b>Transform</b> How can you transform dramatic practice?

		understanding of humanity?	
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## Assessment

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

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

## Summative assessments

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

# English

## General Senior Subject

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

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

skills to 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

enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style

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

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

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

## 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/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.

### Prerequisites

While a B standard or higher is preferable, students considering General English *must* have achieved a least a C standard in Year 10 English.

### Workload

Specific homework tasks are often set. Students can enhance their language learning by reading widely. Students undertaking General English must be prepared to spend a minimum of 3 hours per week preparing assessment and reviewing class work.

### Special Requirements

Texts, source books and units of work needed for the course are provided through the college resource hire scheme.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>• Conversations about issues in texts</li> <li>• Conversations about concepts in texts.</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

### Assessment

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

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



## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

## Film, Television & New Media

### *General Senior Subject*

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will 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.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

### Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

### Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes

- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

## Prerequisites

While a B standard or higher in year 10 Media is preferable, students considering General Film, Television & New Media *must* have achieved at least a C standard in Year 10 English.

## Workload

Students who miss timetabled classes due to TAFE, traineeships, apprenticeships, excursions, etc are expected to work with their teacher to ensure that all course and assessment work is completed as per assessment timelines.

## Filming and Productions

Students will be expected to film for assessment tasks in their own time. This might include during lunch breaks, at home or site-specific on weekends, or holidays.

## Special Requirements

Students do not require their own video camera but owning a digital SLR camera (or similar) with video capability would prove advantageous.

If selecting this subject, it is highly recommended that you join the College Student Resource Scheme.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"> <li>• Technologies</li> <li>• Institutions</li> <li>• Languages</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>• Representations</li> <li>• Audiences</li> <li>• Languages</li> </ul>	<b>Participation</b> <ul style="list-style-type: none"> <li>• Technologies</li> <li>• Audiences</li> <li>• Institutions</li> </ul>	<b>Artistry</b> <ul style="list-style-type: none"> <li>• Technologies</li> <li>• Representations</li> <li>• Languages</li> </ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
• Case study investigation			
Summative internal assessment 2 (IA2):	25%	• Stylistic project	

• Multi-platform content project			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>			

# Food & Nutrition

## *General Senior Subject*

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. 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. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will 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.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT)

skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

## 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.

## 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
- 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.

## Prerequisites

The successful completion of Year 10 Food Specialisations is highly desirable, as is a 'C' standard or above in both year 10 English and Science.

## Workloads

Workload will vary across the course, but students should anticipate 3 x 70 minute lessons per week, plus additional 3 hours of study and homework per week.

## Special Requirements

Most ingredients are provided if students are part of the College's Student Resource Scheme. Students may bring additional or supplementary ingredients at times.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
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<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"> <li>• Introduction to the food system</li> <li>• Vitamins and minerals</li> <li>• Protein</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>• Consumer food drivers</li> <li>• Sensory profiling</li> <li>• Food safety and labelling</li> <li>• Food formulation for consumers</li> </ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>• Carbohydrate</li> <li>• Fat</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>• Formulation and reformulation for nutrition consumer markets</li> <li>• Nutrition consumer markets</li> </ul>
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## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food & Nutrition solution	25%	Summative external assessment (EA): • Examination — combination response	25%

# Legal Studies

## *General Senior Subject*

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.



## 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 to suit the intended purpose

## Prerequisites

Nil, however it is recommended that students have a minimum 'C' standard in Year 10 History and English.

## Workload

It is expected students research, draft and read on most nights. Minimum 3 hours per week.

## Special Requirements

It is advantageous for students to join the college student resource scheme.

## Structure

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

## Assessment

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

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

## Summative assessments

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

# General Mathematics

## General Senior Subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about

complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

## 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## Prerequisites

Students selecting General Mathematics should have achieved a “B” or better in Year 10 Mathematics.

## Workload

Class consisting of 210 minutes per week (3x 70 minute lessons) plus an additional 3 hours of study and homework per week.

## Special Requirements

Nil

## Structure

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

<ul style="list-style-type: none"> <li>• Linear equations and their graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Matrices</li> <li>• Univariate data analysis 1</li> <li>• Univariate data analysis 2</li> </ul>	<ul style="list-style-type: none"> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<ul style="list-style-type: none"> <li>• Networks and decision mathematics 2</li> </ul>
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## Assessment

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

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

## Summative assessments

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

# Mathematical Methods

## General Senior Subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

## 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## Prerequisites

Students selecting Mathematical Methods should have achieved “A” or better in Yr 10 Mathematics.

## Workload

Class consisting of 210 minutes per week (3 x 70 minute lessons) plus an additional 3 hours of study and homework per week.

## Special Requirements

Nil

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> </ul>	<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> </ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"> <li>• Further integration</li> </ul>

<ul style="list-style-type: none"> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to differential calculus</li> <li>• Applications of differential calculus</li> <li>• Further differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables</li> </ul>	<ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul>
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## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>			
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	15%
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>			



# Modern History

## General Senior Subject

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750.

Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

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

## Pathways

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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

## Prerequisites

Nil, however it is recommended that students have a minimum 'C' standard in Year 10 History and English.

## Workload

It is expected students research, draft and read most nights. Minimum 3 hours per week.

## Special Requirements

It is advantageous for students to join the College Student Resource Scheme.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the Modern World</b> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)</li> <li>• Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins)</li> <li>• Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)</li> <li>• American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)</li> <li>• French Revolution, 1789–1799 (Estates General meets – New Consulate established)</li> <li>• Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)</li> <li>• Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)</li> <li>• Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty)</li> <li>• Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)</li> <li>• Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai)</li> <li>• Iranian Revolution and its aftermath, 1977–1980s (anti-Shah)</li> </ul>	<b>Movements in the Modern World</b> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)</li> <li>• Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law)</li> <li>• Workers' movement since the 1860s (Great Shoemakers Strike in New England begins)</li> <li>• Women's movement since 1893 (Women's suffrage in New Zealand becomes law)</li> <li>• May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins)</li> <li>• Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared)</li> <li>• Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)</li> <li>• Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)</li> <li>• African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)</li> </ul>	<b>National experiences in the Modern World</b> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australia since 1901 (Federation of Australia)</li> <li>• United Kingdom since 1901 (Edwardian Era begins)</li> <li>• France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end)</li> <li>• New Zealand since 1841 (separate colony of New Zealand established)</li> <li>• Germany since 1914 (World War I begins)</li> <li>• United States of America, 1917–1945 (entry into World War I – World War II ends)</li> <li>• Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)</li> <li>• Japan since 1931 (invasion of Manchuria begins)</li> <li>• China since 1931 (invasion of Manchuria begins)</li> <li>• Indonesia since 1942 (Japanese occupation begins)</li> <li>• India since 1947 (Indian Independence Act of 1947 becomes law)</li> <li>• Israel since 1917 (announcement of the Balfour Declaration)</li> <li>• South Korea since 1948 (Republic of Korea begins).</li> </ul>	<b>International experiences in the Modern World</b> <p>Schools select one of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945 (World War II in the Pacific ends)</li> <li>• Search for collective peace and security since 1815 (Concert of Europe begins)</li> <li>• Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed)</li> <li>• Mass migrations since 1848 (California Gold Rush begins)</li> <li>• Information Age since 1936 (On Computable Numbers published)</li> <li>• Genocides and ethnic cleansings since the 1930s (Holocaust begins)</li> <li>• Nuclear Age since 1945 (first atomic bomb detonated)</li> <li>• Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)</li> <li>• Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)</li> <li>• Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)</li> <li>• Space exploration since the 1950s (publication of articles)</li> </ul>

<p>demonstrations take place – Iran becomes an Islamic Republic)</p> <ul style="list-style-type: none"> <li>• Arab Spring since 2010 (Tunisian Revolution begins)</li> <li>• Alternative topic for Unit 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental movement since the 1960s (Silent Spring published)</li> <li>• LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin)</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins)</li> <li>• Alternative topic for Unit 2.</li> </ul>		<p>focused on space travel)</p> <ul style="list-style-type: none"> <li>• Rights and recognition of First Peoples since 1982 (United Nations Working Group on Indigenous Populations established)</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).</li> </ul> <p>Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.</p>
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## Assessment

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

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

## Summative assessments

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

# Music

## General Senior Subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

## Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

## Objectives

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

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

## Prerequisites

While a B standard or higher in year 10 Music is preferable, students considering General Music *must* have achieved at least a C standard in Year 10 English.

## Workload

It is expected students practice their individual instrument at home for 30 minutes per day. Students are expected to complete 3 hours of study per week. Furthermore, students are expected to give performances outside of school hours.

## Special Requirements

It is expected that students taking this course have an instrument at home with which to practice; the college does not provide instruments unless the student is part of the college instrumental music program.

Students are expected to attend professional performances costing approximately \$50-\$100 per performance.

If selecting this subject, it is highly recommended the student joins the College Student Resource Scheme.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs</b> Through inquiry learning, the following is explored:  How does the treatment and combination of different music elements	<b>Identities</b> Through inquiry learning, the following is explored:  How do musicians use their understanding of music elements, concepts	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to	<b>Narratives</b> Through inquiry learning, the following is explored:  How do musicians manipulate music elements to communicate narrative

enable musicians to design music that communicates meaning through performance and composition?	and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	communicate meaning when performing and composing?	when performing, composing and responding to music?
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## Assessment

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

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

## Summative assessments

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

## Music Extension

### *General (Extension) Senior Subject – Year 12 only*

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

### Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

### Objectives

#### Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

#### Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.



## Prerequisites

It is advisable that students achieve a minimum “B” standard in Year 11 General Music and a minimum “C” standard in Year 10 English. Students must be proficient in performance and refine their skills in analysing and evaluating music in extended written responses.

## Workload

It is expected students practice their individual instrument at home for 30 minutes per day. Students are expected to complete 3 hours of study per week. Furthermore, students are expected to give performances outside of school hours.

## Special Requirements

It is expected that students taking this course have an instrument at home with which to practice; the college does provide instruments unless the student is part of the college instrumental music program.

Students are expected to attend professional performances costing approximately \$50 - \$100 per performance.

If selecting this subject, it is highly recommended the student joins the College Student Resource Scheme.

## Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"> <li>• Key idea 1: Initiate best practice</li> <li>• Key idea 2: Consolidate best practice</li> </ul>	<b>Emerge</b> <ul style="list-style-type: none"> <li>• Key idea 3: Independent best practice</li> </ul>

## Assessment

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

## Summative assessments

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

# Physical Education

## General Senior Subject

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

### 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.

## Prerequisites

Students should demonstrate an active interest in the practical and theoretical bases of sport and physical activity. Students need to have received a minimum of a C standard in Year 10 English.

## Workload

Students should expect the theoretical component of the course to be demanding. As well as in-class work, tasks may be set, which students would be expected to complete prior to the commencement of certain activities (background reading, practical activities, journal writing and research questions). Students must be committed to consistently applying themselves to both practical and theoretical components of the course.

3 x 70 minute lessons per week, plus additional 3 hours of study and homework per week.

## Special Requirements

Students must have a College sport uniform, hat and sport shoes which must be worn during practical lessons.

It is also recommended that students join the College Student Resource Scheme in order to access texts.

## Structure

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

## Assessment

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

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

## Summative assessments

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

# Visual Art

## General Senior Subject

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

### Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

### Prerequisites

While a B standard or higher in year 10 Art is preferable, students considering General Visual Art *must* have achieved at least a C standard in Year 10 English.

### Workload

Students who miss timetabled classes due to TAFE, traineeships, apprenticeships, excursions, etc are expected to work with their teacher to ensure that all course and assessment work is completed as per assessment timelines.

### Special Requirements

Students will need to purchase a Visual Diary for planning of their practical work and artist research.

Approximate costs for Visual Art excursions are \$20-\$40 per semester. Participation in excursions and/or Guest Artist workshops are essential for Unit 3, IA1 assessment.

If selecting this subject, it is highly recommended you join the College Student Resource Scheme.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul>	<b>Art as code</b> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul>	<b>Art as knowledge</b> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>	<b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Applied and Applied (Essential) Subjects

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

### Applied and Applied (Essential) syllabuses course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

### Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur



- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

## Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

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

For the two Applied (Essential) syllabuses, 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 of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3

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

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

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

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

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

## Arts in Practice

### *Applied Senior Subject*

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

### Pathways

Learning in Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in fields such as communications, creative practice and design, and more broadly, in education, project and event management, advertising and marketing, humanities, health, recreation, law, science and technology.

### Objectives

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

- use arts practices
- plan arts works
- communicate ideas

- evaluate arts works.

## Prerequisites

Having gained a C or above in Year 10 Dance, Drama, Media, Music or Visual Art is preferable.

## Workload

Students who miss timetabled classes due to TAFE, traineeships, apprenticeships, excursions, etc are expected to work with their teacher to ensure that all course and assessment work is completed as per assessment timelines.

## Special Requirements

Students will be invited to attend live performances throughout the year, cost of these excursions will range from \$50 - \$100 per performance. Students may be required to attend school events outside of school hours as part of their assessment.

## Structure

Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Unit option	Unit title
Unit option A	Issues
Unit option B	Celebration
Unit option C	Clients
Unit option D	Showcase

## Assessment

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The assessment techniques used in Arts in Practice are:

Technique	Description	Response requirements
Project	Students plan, make and evaluate an arts work to communicate their viewpoint about a selected issue, experiences of identity and belonging, response to a client brief, or exploration of an inspirational arts practitioner.	<b>Arts work</b> A product or performance using one of the following: <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 resolved works</li> <li>• Time-based, audio, moving image: up to 3 minutes</li> <li>• Written: up to 800 words</li> <li>• Composition: up to 4 minutes</li> <li>• Choreography: up to 4 minutes</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Performance (live or recorded): up to 4 minutes</li> </ul>

		<b>Planning and evaluation of arts work</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Product or performance	Students make an arts work in response to the selected issue, celebration or event about cultural identity, a client brief, or influences as explored in the project, to communicate their ideas.	<b>Arts work</b> A product or performance using one of the following: <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 resolved works</li> <li>• Time-based, audio, moving image: up to 3 minutes</li> <li>• Written: up to 800 words</li> <li>• Composition: up to 4 minutes</li> <li>• Choreography: up to 4 minutes</li> <li>• Devised scene: up to 4 minutes</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Performance (live or recorded) up to 4 minutes</li> </ul>

# Business Studies

## *Applied Senior Subject*

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

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

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

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

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

## **Pathways**

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

## **Objectives**

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

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

- evaluate projects.

## Prerequisites

Having gained a C or above in Year 10 English and Maths.

## Workload

Class work consisting of 210 minutes per week (3 x 70 minute lessons), plus an additional 2 hours of study and homework per week.

## Special Requirements

Most aspects of the course are based around computer usage. They must adhere strictly to the clauses set out in the computer contract and ensure they have sufficient funds for printing.

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Project	Students develop a business solution for a scenario about the unit context.	<b>Action plan</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul>

		<b>Evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 400 words</li></ul>
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# Essential English

## *Applied Senior Subject*

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

## 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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts

- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context

use mode-appropriate language features to achieve particular purposes across modes.

## Prerequisites

Nil

## Workload

Specific homework tasks are often set. Students can enhance their language learning by reading widely. Students undertaking Essential English must be prepared to work on assessment and review class work at home.

## Special Requirements

Nil

## Structure

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

## Assessment

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

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

## Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1):	Summative internal assessment 3 (IA3):

<ul style="list-style-type: none"><li>• Spoken response</li></ul>	<ul style="list-style-type: none"><li>• Multimodal response</li></ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Written response</li></ul>

# Essential Mathematics

## *Applied Senior Subject*

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and

decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## Prerequisites

Nil

## Workload

Class consisting of 210 minutes per week (3 x 70 minute lessons) plus an additional 1 hour of study and homework per week.

## Special Requirements

Nil

## Structure

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

		<ul style="list-style-type: none"> <li>• Probability and relative frequencies</li> </ul>	
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## Assessment

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

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

## Summative assessments

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

# Hospitality Practices

## *Applied Senior Subject*

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

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

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

### **Pathways**

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

### **Objectives**

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

- demonstrate practices, skills and processes

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

### Prerequisites

Having attained a C or better in Food Specialisations is beneficial.

### Workload

Class consisting of 210 minutes per week (3 x 70 minute lessons) plus approximately an additional 1 hour of study and homework per week.

### Special Requirements

Most ingredients are provided if students are part of the College's Student Resource Scheme. Students may bring additional or supplementary ingredients at times.

### Structure

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

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

### Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<b>Practical demonstration</b> Practical demonstration: menu item  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



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

# Industrial Technology Skills

## *Applied Senior Subject*

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### **Pathways**

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

### **Objectives**

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information

- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt plans, skills and procedures.

### Prerequisites

It would be beneficial for students to have completed Design and Technologies, Maths, and English with pass rating of at least a C standard and have a clear idea of the required behaviour needed to work in a workshop environment.

### Workload

Class consisting of 210 minutes per week (3 x 70 minute lessons) plus approximately an additional 1 hour of study and homework per week.

### Special Requirements

Students and parents will be required to sign a contract regarding safety requirements in workshop environments.

### Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

Unit option	Unit title
Unit option B	Welding and fabrication (Engineering Skills)
Unit option A	Furniture-making (Furnishing Skills)
Unit option B	Cabinet making (Furnishing Skills)
Unit option B	Computer-aided manufacturing drafting (Industrial Graphics Skills)

### Assessment

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

Technique	Description	Response requirements
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<p>Practical demonstration</p>	<p>Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.</p> <p>Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.</p>	<p><b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes</p> <p><b>Documentation</b> <b>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</b></p> <p><b>Practical demonstration</b> Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes</p> <p><b>Documentation</b> <b>Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media</b></p>
<p>Project</p>	<p>Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.</p> <p>Students manufacture a product and document the manufacturing process.</p> <p>Students draft in response to a provided client brief and technical information.</p>	<p><b>Product</b> Product: 1 fitting and machining product manufactured using the skills and procedures in 5–7 production processes</p> <p><b>Manufacturing process</b> <b>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</b></p> <p><b>Product</b> Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes</p> <p><b>Manufacturing process</b> <b>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</b></p> <p><b>Product</b> Product: the drawing skills and procedures used in 5–7 drawing production processes</p> <p><b>Drawing process</b> <b>Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media</b></p>

# Media Arts in Practice

## *Applied Senior Subject*

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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

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

### Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

### Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas

- evaluate media artworks.

## Prerequisites

Having gained a C or above in Year 10 Media is preferable.

## Workload

Students will be expected to produce assessment tasks in their own time. This might include attending College events outside school hours as part of the Media Team.

## Special Requirements

Nil

## Structure

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	<p><b>Design product</b></p> <p>Design product must represent:</p> <ul style="list-style-type: none"> <li>• Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below).</li> </ul> <p><b>Planning and evaluation of design product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	<p><b>Media artwork</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Audio: up to 3 minutes</li> <li>• Moving image: up to 3 minutes</li> <li>• Still image: up to 4 media artwork/s</li> </ul>

## Music in Practice

### *Applied Senior Subject*

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

### **Pathways**

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

## Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

## Prerequisites

Having gained a C or above in Year 10 Music is preferable.

## Workload

Students who miss timetabled classes due to TAFE, traineeships, apprenticeships, excursions, etc are expected to work with their teacher to ensure that all course and assessment work is completed as per assessment timelines.

## Special Requirements

Students will be invited to attend live performances throughout the year, cost of these excursions will range from \$50 - \$100 per performance. Students will be required to perform to a live audience. Students may be required to attend school events outside of school hours as part of their assessment.

If selecting this subject, it is highly recommended you join the College Student Resource Scheme.

## Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

## Assessment

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

Technique	Description	Response requirements
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Composition	Students make a composition that is relevant to the purpose and context of the unit.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	<b>Performance</b> Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work OR <b>Performance</b> Performance (live or recorded): up to 4 minutes AND <b>Planning and evaluation of composition or performance</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>

# Social & Community Studies

## *Applied Senior Subject*

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

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

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

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

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

## **Pathways**

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

## **Objectives**

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

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

- evaluate projects.

## Prerequisites

Nil

## Workload

Class consisting of 210 minutes per week (3 x 70 minute lessons) plus an additional 1 hour of study and homework per week.

## Special Requirements

Nil

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p><b>Item of communication</b></p> <p>One of the following:</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</p> <p>Spoken: up to 4 minutes, or signed equivalent</p> <p>Written: up to 600 words</p> <p><b>Evaluation</b></p> <p>One of the following:</p> <p>Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media</p> <p>Spoken: up to 3 minutes, or signed equivalent</p> <p>Written: up to 400 words</p>

Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>

# Visual Arts in Practice

## *Applied Senior Subject*

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

### Pathways

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

### Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

## Prerequisites

Having gained a C or above in Year 10 Visual Art is preferable.

## Workload

Students who miss timetabled classes due to TAFE, traineeships, apprenticeships, excursions, etc are expected to work with their teacher to ensure that all course and assessment work is completed as per assessment timelines

## Special Requirements

Students will need to purchase a Visual Diary for planning of their practical work and artist research. Students will be invited to attend live performances throughout the year, cost of these excursions will range from \$50 - \$100 per performance.

If selecting this subject, it is highly recommended you join the College Student Resource Scheme as Visual Arts in Practice uses a lot of consumable resources.

## Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Experimental folio</b></p> <p>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p><b>Prototype artwork</b></p> <p>2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</p> <p>OR</p> <p><b>Design proposal</b></p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based</p>

		<p>OR</p> <p><b>Folio of stylistic experiments</b></p> <p>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>AND</p> <p><b>Planning and evaluations</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	<p><b>Resolved artwork</b></p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</li> </ul>

## Vocational Education and Training (VET) Courses

For the purposes of contributing to the QCE:

- VET Certificate I (maximum of 2 can count) are Preparatory Subjects and contribute up to 3 credits if the required standard is achieved.
- VET Certificate II are core subjects and contribute up to 4 credits if the required standard is achieved.
- VET Certificate III subjects are core subjects and contribute up to 8 credits as determined by the QCAA if the required standard is achieved.

[VET in Schools \(VETiS\)](#) funding may be available for Certificate courses. Every student is eligible for one VETiS-funded course. All other courses are 'fee-for-service' and students will be invoiced by the RTO directly, or by the College on behalf of the RTO. Please contact the Head of Senior Schooling or the Careers & Pathways teacher to check VETiS eligibility.

For VET certificate courses competencies successfully achieved are recorded on the Senior Statement. Levels of Achievement are not used for these courses.



## HLT23221 Certificate II in Health Support Services

**VET Subject** *Blue Stone Medical & Professional – RTO Code 32117*

The Certificate II in Health Support Services is to be delivered at our school, one day a week for approximately one Semester. This course is being delivered by an external RTO.

Working in healthcare is a rewarding experience. Certificate II in Health Support Services offers many opportunities for careers in hospitals, medical facilities and aged care. Successful completion of Certificate II in Health Support Services provides an opportunity to continue further qualifications in Certificate III courses, Diplomas and Degrees in the Healthcare environment.

### Course Units

Unit Code	Unit title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with Diverse People
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
CHCCCS012	Prepare and maintain beds
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTFSE002	Provide ward or unit-based food preparation and distribution services
BSBMED301	Interpret and Apply Medical Terminology Appropriately
BSBOPS203	Deliver a service to customers
CHCLEG001	Work legally and ethically
HLTWHS005	Conduct manual tasks safely

### Prerequisites

Students have a strong interest in the healthcare industry; have an empathetic and sympathetic nature and who like to help others from babies and children to the elderly. Students must be able to work as part of a team be respectful and persistent and a good problem solver. They must also be a good listener and communicator. Students are required to have satisfactory literacy levels for completing the course.

### Pathways

Employment opportunities such as administration support; support worker; pathology courier; clerk; housekeeping assistant; orderly and ward assistant are but a few of the multiple pathways and exciting opportunities in Australia and abroad.

**SIS30321**  
**SIS20122**  
**VET Subject**

**Certificate III in Fitness +**  
**Certificate II in Sport and Recreation**  
**Binnacle Training – RTO Code 31319**

### How does it work?

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

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

Students facilitate programs within their school community including:

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

### What do students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport – These qualifications offered by another RTO.

### Skills Acquired

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

## Course Units

Unit Code	Unit title
HLTWHS001	Participate in workplace health and safety
SISXIND011	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices
BSBPEF202	Plan and apply time management
SISSPAR009	Participate in conditioning for sport
SISXCCS004	Provide quality service
SISXEMR001	Respond to emergency situations (SISXEMR003)
HLTAID011	Provide First Aid
SISOFLD001	Assist in conducting recreation sessions
SISXFAC006	Maintain activity equipment
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

## Prerequisites

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

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.

## Cost

**Program Fee:** This will be dependent on numbers of students who enrol in the Binnacle courses, but is expected to be less than \$150 per person. Program fee is payable by all students.

**Participant Fee (Fee-for-Service):** \$365 per person (Cert II entry qualification = \$265 + Cert III Gap Fee = \$100)

**First Aid Fee:** \$55 per person

*This 2025 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [binnacletraining.com.au/rto](https://www.binnacletraining.com.au/rto)*

[https://www.binnacletraining.com.au/wp-content/uploads/2024/04/Binnacle\\_Student-Snapshot-2025\\_Mar2024.pdf](https://www.binnacletraining.com.au/wp-content/uploads/2024/04/Binnacle_Student-Snapshot-2025_Mar2024.pdf)

## BSB30120 Certificate III in Business

**VET Subject**      *Binnacle Training – RTO Code 31319*

### How does it work?

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services within the school community.

This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery
- An excellent work readiness program where students develop a range of essential workplace skills.

### What do students achieve?

- BSB30120 Certificate III in Business (max. 8 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

### Skills Acquired

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

### Course Units

Unit Code	Unit title
BSBP201	Support personal wellbeing in the workplace
BSBP301	Organise personal work priorities
FNSFLT311	Develop and apply knowledge of personal finances
BSBWHS311	Assist with maintaining workplace safety

BSBSUS211	Participate in sustainable workplace practices
BSBXCM301	Engage in workplace communication
BSBTWK301	Use inclusive work practices
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet

## Prerequisites

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

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.

## Cost

**Program Fee:** this will be dependent on numbers of students who enrol in the Binnacle courses, but is expected to be less than \$150 per person. Program fee is payable by all students.

**Participant Fee (Fee for Service):** \$265 per person

*This 2025 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [binnacletraining.com.au/rto](https://binnacletraining.com.au/rto)*

[https://www.binnacletraining.com.au/wp-content/uploads/2024/04/Binnacle\\_Student-Snapshot-2025\\_Mar2024.pdf](https://www.binnacletraining.com.au/wp-content/uploads/2024/04/Binnacle_Student-Snapshot-2025_Mar2024.pdf)

## AVI30419 Certificate III in Aviation (Remote Pilot)

**VET Subject**

**Skills Generation – RTO Code 41008**

### Overview

AVI30419 Certificate III in Aviation (Remote Pilot) is a nationally accredited qualification that teaches students how to professionally fly a remote piloted aircraft. Students will acquire the knowledge and practical skills to successfully fly a Remote Piloted Aircraft System (drone) with full understanding of Civil Aviation Safety Authority (CASA) requirements and the many commercial applications for today's drones.

Skills Generation's AVI30419 qualification has been designed to align with CASA regulations and ensure students are provided with the most current information and training, teaching them to safely and responsibly fly their drone in a manner that is compliant with the CASA regulations.

On completion of this course, students will be awarded the AVI30419 Certificate III in Aviation (Remote Pilot).

Students will also have the opportunity to choose to work toward their CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (AROC) while undertaking the Certificate III course.

### CASA RePL and AROC

In conjunction with AVI30419 Certificate III in Aviation (Remote Pilot), students may undertake additional studies to gain their CASA Remote Pilot Licence (RePL), and eligible\* students will also be able to achieve their Aeronautical Radio Operator Certificate (AROC). The CASA RePL and AROC form the requirements of the Civil Aviation Safety Authority as described in Civil Aviation Safety Regulation (CASR) part 101, division 101.F3 – Certification of UAV controllers.

*\*Individuals must be at least 17 years of age to gain the Aeronautical Radio Operator Certificate*

### Assessment Types

This course contains both theory and practical assessments on a unit-by-unit basis. Theory assessments are open-book comprising multiple choice and short answer questions. The exam for the CASA RePL licence is a closed-book exam.

### Course Units

Unit Code	Unit title
AVIF0021	Manage human factors in remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
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
AVIE0005	Complete a Notice to Airmen (NOTAM)
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIW0028	Operate and manage remote pilot aircraft systems
AVIH0006	Navigate remote pilot aircraft systems
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0007	Operate remote pilot aircraft systems under night visual line of sight
AVIH0008	Operate remote pilot aircraft systems in extended visual line of sight (EVLOS)
AVIE0003	Operate aeronautical radio

### Prerequisites

- Passing in English, Maths, Science and a Technology subject in Year 9 and 10.
- To be able to use your hands to manipulate the controls of a remote piloted aircraft control unit
- To have fine motor control of your hands to construct remote aircraft: Fixed Winged and Rotary winged)
- Requires the ability to use a computer at home for assessment.
- For students who have completed the Certificate II Engineering with Skills Generation (RTO) this is a dual certificate which includes the Certificate III in Aviation (Remote Pilot – Visual Line of Sight).
- Birth Certificate for Civil Aviation Safety Authority (CASA) for Personal Identification

### Cost

#### AVI30419 Certificate III in Aviation (Remote Pilot)

VETiS Funded Student*	FREE
Follow on Student (continuing from Skills Generation MEM20422)	FREE
Fee for Service Student	\$3300
Fee for Service Student (Discounted Rate)**	\$1200



*\*VETiS eligibility requirements: AVI30419 Certificate III in Aviation (Remote Pilot) is funded by the Queensland Department of Education, Small Business and Training (DESBT). Students may be eligible to utilise their VETiS funding opportunity if they meet the following criteria:*

- *Students are either Australian or New Zealand Citizens or Permanent Residents*
- *Students are in either Year 10, 11 or 12 when they participate in the course*
- *Students have not previously utilised their VETiS funding*

*\*\*to be eligible for the discounted rate, fee-for-service students must be enrolled in a class of 15 or more VETiS funded students in the AVI30419 qualifications or more students previously VETiS funded for the MEM20422 qualification.*

### CASA RePL and AROC

Fees for students who choose to undertake the optional CASA RePL component with or without the optional AROC component – includes training, licencing and application fees for the CASA RePL:

VETiS Funded Student (while enrolled in Skills Generation AVI30419)	FREE
Follow on Student (continuing on from MEM20422)	\$600
Fee for Service Student	\$600

<https://skillsgeneration.com.au/courses/avi30419-certificate-iii-in-aviation-remote-pilot/>

## Vocational Partnerships

Certificate courses are also offered in partnership with TAFE Queensland through the TAFE at School program.

Study areas offered are in Business and IT, Creative Industries Education and Community, Environment and Animal Services, Health and Science, Infrastructure and Transport, Service Industries and Trades. Course details can be found on the TAFE website <https://tafeqld.edu.au/schoolstudents> or call 1300 308 233. These courses usually involve the completion of Certificate II or III by the end of Year 12, leading to Diploma level entry at TAFE Queensland Brisbane after Year 12.

Students will attend TAFE for one school day and are responsible for keeping up to date with work missed in College lessons on the day they are at TAFE.

### Enrolment in TAFE at School program:

- Students who wish to enrol in TAFE at school must be enrolled at school and meeting course and attendance requirements at Capalaba State College. Their application must be approved by the College Principal.
- Students will enrol in a minimum of five (5) subjects plus their Certificate course. Choosing five (5) subjects allows for students to have a subject line for study and should be used to keep up to date with work missed while at TAFE.
- Students must have the TAFE Queensland Brisbane area of study/course listed on their SET Plan.
- Students must complete the online TAFE Queensland Registration, which will be automatically forwarded to the Careers & Pathways Teacher at Capalaba State College, to be endorsed.
- Any costs involved must be paid when the enrolment request is being processed.

## College to Work Programs

### School Based Apprenticeships or Traineeships (SATs)

Students have the option of participating in a school-based apprenticeship or traineeship. A traineeship is usually completed in 18 months and covers a broader range of occupations, while an apprenticeship covers skilled trades and takes around four years to complete.

These traineeships are undertaken with an employer on a contract basis. Students are able to find their own employer or can do so through the Careers and Pathways teacher, a Training Provider, or they may apply when traineeships are advertised through the college notices.

Normally, a SAT involves the student attending college for four days for their normal College subjects. On the fifth day, the student goes to a workplace to do on the job training for which they are paid at the award rate. In some industries, such as retail and hospitality, on the job training may take place outside college hours such as afternoons and weekends. However, to be school based, some hours of work and/or training must take place during College hours.

Students have theory work to complete as well as the on-the-job training. On the successful completion of both the on the job and off the job training, the student will receive a nationally recognised certificate e.g., Certificate II in Retail Operations, in addition to their Senior Statement of Results or equivalent. Some students may even have the opportunity to complete a Certificate III by the end of Year 12. Students have the option of dropping a subject to enable them to cope with both the SAT and their College workload.

Students should understand that apprenticeships and traineeships are legally binding formal agreements, so assistance should be sought before agreements are made to ensure a full understanding of requirements.

Vocational education in the form of one nationally accredited Certificate III or above courses may contribute towards the ATAR.

### Structured Work Placement

Students selecting subjects which have nationally accredited vocational certificate courses, have the option of doing on the job training at a workplace in that vocational area where they will be assessed by both the employer and the teacher as to their competency. Students enrolled in these subjects will be advised of any structured workplace requirements.

Work placement opportunities will be provided or students can source their own work placement and notify the Careers & Pathways Teacher so the necessary paperwork requirements can be organised.

## Work Experience

Students may choose to do work experience at a workplace of their choice in the form of work sampling or work shadowing. They are not formally assessed by the employer as to their competency for units from a vocational certificate course which offers a qualification.

**Students can seek assistance for these programs from the Careers & Pathways Teacher.**