



Live, Love, Learn
Leave a Legacy



Senior Handbook

Year 11 and Year 12

2023- 2024

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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, study plans, 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 decision to continue schooling beyond Year 10 to Years 11 and 12 is one that cannot be taken lightly. While, at this stage, 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.

Students should undertake Senior Studies for the right reasons. They should be motivated enough to obtain senior results that improve job prospects or give them entry to further studies. Senior Studies provides multiple pathways for students (eg ATAR Pathway, School-based Traineeships, Partnership Programs with TAFE & other providers)

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. 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.

Some Alternatives to Senior Studies

Some alternatives to senior studies for a student to consider seriously if they do not immediately find employment after Year 10 are:

- Full-time study at TAFE Colleges (e.g. Studies in Arts/Fashion, Business, Child Care, Engineering/Construction, Hairdressing, Horticulture, Tourism, Hospitality and Animal Care).
 - Senior Studies are also offered at Queensland TAFE, Brisbane. Applications must be made to TAFE around September for these courses. Minimum Year 10 results may be required – usually C in English and Mathematics. There are often fees to pay to be enrolled in these courses.
- Community Youth Support Schemes (offer job seeking skills, support for unemployed, etc.) - information from Centrelink, Yourtown Capalaba.
- Distance Education.
- Pastoral, Rural Training and Agricultural College courses (full-time, e.g. Horticulture, Agriculture, Animal Husbandry).
- Apprenticeships & Traineeships.
- Private Colleges and Courses.

Before Choosing Senior Subjects

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?

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.

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 (Years 10, 11, 12). 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.

Learning Accounts

Every young Queenslanders must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in year 10, or in the year they turn 16, whichever comes first. Registration automatically opens an individual learning account and a learner unique identifier (LUI) is allocated to each student.

The learning account records a student's progress towards the Queensland Certificate of Education (QCE). The learning account records what, where and when learning is undertaken during the Senior Phase of Learning (Years 10, 11, 12) and the results that have been achieved. The learning account can be viewed online on the QCAA website. It is the responsibility of the student to inform the college of any external study that may satisfy the QCE requirements.

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/sep-for-year-12-students>

Senior Statement

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

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. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) is an official record that students have completed at least 12 years of education. It provides students with a summary of their skills and knowledge to present to employers and training providers (only for eligible students with a disability).

Senior Subjects

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

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

General Syllabuses

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

Applied Syllabuses

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

Senior External Examination

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

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 more information see:

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

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

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

Underpinning factors

All senior syllabuses are underpinned by:

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

General Syllabuses and Short Courses

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

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

Applied syllabuses

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

- applied learning - the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts.
- community connections - the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.
- Core skills for work - the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational education and training (VET)

Students can access VET programs through external providers who are Registered Training Organisations (RTOs). There are also opportunities for students to undertake school-based apprenticeships or traineeships.

The Senior Studies Curriculum

For studies towards the QCE at Capalaba State College, students are required to choose six (6) subjects (including an English and a Mathematics subject). 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 credits in Units 1 to 4. It is therefore important that subjects are chosen wisely. In addition to these subjects, the Senior Studies Curriculum at Capalaba may contain other activities such as sport, tertiary preparation and independent study opportunities for work placement. Students in Senior Studies at Capalaba 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 once the mandatory requirements are met.

What is needed for Tertiary Entrance (ATAR)?

The Australian Tertiary Admission Rank (ATAR) is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five General subject results (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:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. Only General Mathematics subjects or Applied Mathematics subjects can be included in the ATAR, but not both.
3. 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 C result or better in Units 3 and 4 in either English, Essential English, or English and Literature Extension.

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.

What about Prerequisite Subjects?

Some tertiary courses require specific subjects to be studied as Senior Subjects. It is essential to choose the subjects that are **prerequisites** for courses and careers in which students are interested, otherwise options will 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 Website to check for prerequisite subjects.

Seek help from teachers and the Guidance Officer if in doubt.

The Difference between Subject Types

The subjects offered in Years 11 and 12 for the Senior Statement or Results come into three (3) categories:

General Subjects: General subject syllabuses have been developed by the QCAA after consultation with teachers, academics and stakeholder group representatives. Where applicable the Australian Curriculum subjects have been used as a basis for the development of these subjects. The alignment with the Australian Curriculum has led to a consistent syllabus structure of four units – two foundational units and two units where the assessment contributes to the final subject result and therefore tertiary entrance calculation. These are reasonably difficult subjects so if students cannot achieve soundly in a Year 10 subject, then they will probably find the equivalent General subject in Year 11 quite difficult to pass or to perform well in. Students need to complete class work and it is recommended they complete 30 minutes per general subject per night to achieve well in these subjects.

In General subjects, senior student's learning in Units 3 and 4, will be assessed using three assessment instruments developed by schools (internal) and one subject specific state-wide external assessment instrument (assessed via an external examination). These instruments will be mapped to unit objectives.

Internal assessment instruments will be endorsed by the QCAA and will be marked using an instrument specific marking guide (ISMG) provided by the QCAA. Comparability of student results will be achieved through a process called Confirmation. QCAA will check the accuracy and reliability of a school's marking by selecting samples of student responses and matching them to the ISMG for each of the assessments.

External assessment instruments will be developed by the QCAA and all Queensland students in the relevant subject will sit at the same time in Term 4 of Year 12. Mathematics and Science General subjects will contribute 50% and in other subjects 25% to the student's final result.

Applied Subjects Applied subjects tend to place more emphasis on practical skills and knowledge and can develop specific skills relevant to the pathways beyond school of

employment or vocational education or training. Applied syllabuses do not use external assessment.

- (a) **VET Certificate Courses:** Students complete competencies related to the certificate course. On completion of all required competencies a certificate is issued by the course provider (RTO).

A Guide to Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

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.

Guidelines

1. 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 SETP (Senior Education and Training Plan). The Guidance Officer 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 have access to the Qld Skills Gateway online during the SET process.
- Other career information, such as brochures from industry groups show the various pathways to jobs within these industries.
- The *Queensland Tertiary Courses* book is useful for information on university courses and higher level TAFE courses (in the Guidance Office).
- The *QTAC website (ATAR & My Path)* provides information on the subjects required for entry to university and TAFE advanced diploma and diploma courses in the year 2024.
- Queensland TAFE Handbook at <http://www.tafe.qld.gov.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).

2. Find out about 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
- talk to teachers and heads of departments of each subject
- look at books and materials used in the subject
- listen carefully at subject selection rotation day.

3. Make a decision about a combination of subjects that suits your requirements and abilities and that gives you eligibility for the QCE

Students seeking tertiary entry should follow the guidelines given in an earlier section. 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.

4. 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?

5. The wrong way

Many students choose subjects for the wrong reasons and as a result are not happy at school or can't follow their career choice later. There are some traps to avoid when making a selection of subjects that suits you.

- 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.

6. An important point

Some students think that simply by studying English, Mathematical Methods, Chemistry and Physics they are keeping all their tertiary options open. Certainly, some tertiary courses do

require combinations of these subjects but remember that many courses require no more than English for entry. More importantly these subjects courses require **good marks** in these and any other subjects studied. Thus by simply taking these subjects you are not necessarily keeping your options open; you are only doing so if you take them and **do well at them**. Choosing subjects you are best at is usually the best option.

7. College based traineeships

There is a possibility for students to complete a traineeship while studying in the Senior College.

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 Senior Schooling Head of Department or Industry Liaison Officer, a Training Provider, or they may apply when traineeships are advertised through the college notices.

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.

Students completing traineeships will receive certification. Interested students may discuss details with the Senior Schooling Head of Department.

Useful Internet Sites

MyQCE: <https://myqce.qcaa.qld.edu.au>

Queensland Curriculum and Assessment Authority: www.qcaa.qld.edu.au

QTAC (Queensland Tertiary Admissions Centre): www.qtac.edu.au

TAFE Queensland: www.tafeqld.edu.au

Commonwealth Department of Employment: www.employment.gov.au

Career Information: www.myfuture.edu.au

Job Outlook: www.labourmarketinsights.gov.au

Subject Change process

It is not recommended to change subjects mid-course in Years 11 and 12. Permission to change subjects is not granted automatically. When a student is considering the possibility of a change of subject the following procedures must be adhered to:

- (1) 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 also.
- (2) Heads of Departments/Co-ordinators and teachers from the relevant subject areas will be consulted by the Administration for advice.
- (3) Parental approval must be gained.
- (4) Final approval is given by the Principal, after consideration of all the advice and circumstances.

Assessment and Reporting

(See also the College's Senior Secondary Assessment Policy)

Assessment and Reporting occurs under the legislated rules and requirements of the Queensland Curriculum and Assessment Authority. This system relies on students reaching predetermined levels of achievement for its reporting.

Some of its features are:

- Queensland Curriculum and Assessment Authority ensures that students receive a carefully considered and balanced educational program.
- Senior subject content and assessment is prescribed in the QCAA syllabus/study plan.
- A student's performance is compared with a set of standard criteria listed in the syllabus. Students are not compared with and do not compete against each other for determining achievement levels.

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, group work.

To receive an achievement grading and unit credit for any subject student must:

- (a) attend for the required minimum timetabled time
- (b) be in attendance at the end of Semester
- (c) cover the required work of the accredited syllabus/study plan
- (d) 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, unavoidable absences or extenuating factors affect attendance at College internal examinations or presentation of required work, the 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:

- (a) be the student's own work;
- (b) be presented by 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 results for General and Applied subjects

Units 1 and 2

For Unit 1 and Unit 2, schools determine if a student has satisfactorily demonstrated the achievement of the unit objectives identified in the relevant General or Applied syllabus.

Teachers determine satisfactory completion when a student has met the following requirements:

- their work demonstrates achievement of the unit objectives;
- all work submitted is their own work;
- they have observed Queensland Curriculum and Assessment Authority (QCAA) and school requirements.

Schools report satisfactory completion of Units 1 and 2 to the QCAA.

Units 3 and 4

- Marks allocated by the College for summative internal assessment are provisional and are not finalised until confirmed by the QCAA.
- Student marks provided to students and parents/carers, are advised that their result is not finalised until confirmed by the QCAA.

The College reports provisional results for summative internal assessments to the QCAA.

The College reports exit results for Applied subjects to the QCAA.

Reporting to parents will follow Department of Education, QCAA and College Policies. Results of General and Applied Subjects are generally reported to parents as a grade of A-E. VET results are reported usually as Working Towards Competency, Competency Achieved, Competency Not Achieved, or Withdrawn.

Choosing Subjects for Year 11 in 2023

Students will indicate their selected subjects on the form *Application for Enrolment in Senior Studies – Year 11 2023*. 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 enrol in Senior Studies at Capalaba State College to be QCE or QCIA eligible with the expectation they complete these qualifications by the end of Year 12.

Students must choose six (6) subjects (including English or Essential English and a Mathematics subject).

Exceptions:

- Students who are completing School Based Apprenticeships or Traineeships (SATs) have the option of dropping one subject providing certification requirements are met.
- Students who nominate for, and are selected in courses run in conjunction with TAFE Queensland Brisbane must choose:
 - A minimum of five (5) subjects plus Certificate II in Skills for Work and Vocational Pathways
 - This course structure is generally not recommended for students wishing to attain an ATAR.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. Students must meet these requirements:

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

See the QCAA website at www.qcaa.qld.edu.au for the current QCE Credit Table and further information (this table is updated periodically by the QCAA).

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

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and satisfactory completion 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 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 have been 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 the 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 provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

Pathways

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

Objectives

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

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

Prerequisites

Nil, however it is recommended that students have a minimum C standard in Year 10 English. It is advantageous to have completed the Year 10 history course.

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 |
|---|---|---|---|
| <p>Investigating the ancient world Digging up the past Ancient societies — Slavery Ancient societies — Beliefs, rituals and funerary practices.</p> | <p>Personalities in their time Hatshepsut Perikles</p> | <p>Reconstructing the ancient world Thebes — East and West, 18th Dynasty Egypt The Bronze Age Aegean</p> | <p>People, power and authority Schools choose one study of power from: Ancient Egypt — New Kingdom Imperialism QCAA will nominate one topic that will be the basis for an external examination from: Thutmose III Rameses II Themistokles Alkibiades Scipio Africanus Caesar Augustus</p> |

Assessment

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

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

- Summative assessments**

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

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

Students taking 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 |
|---|---|---|--|
| Cells and multicellular organisms Cells as the basis of life Multicellular organisms | Maintaining the internal environment Homeostasis Infectious diseases | Biodiversity and the interconnectedness of life Describing biodiversity Ecosystem dynamics | Heredity and continuity of life DNA, genes and the continuity of life Continuity of life on Earth |

Assessment

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

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

- Summative assessments**

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

Business

General senior subject

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors.

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

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

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

Pathways

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

Objectives

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

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

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

Most aspects of the course are based around computer usage and access to a device and internet at home would advantageous. They must adhere strictly to the clauses set out in the computer contract and ensure they have sufficient funds for printing.

Structure

Business is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Unit 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

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

Assessment

Assessments are formative for Units 1 and 2, and summative for Units 3 and 4.

Formative assessments provide feedback to both students and teachers about each student's progress during study.

The College develops three internal assessments for each senior subject based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

In Units 3 and 4 students complete four summative assessments - three internal and one external – that count towards their final mark in each subject.

The College develops three internal assessments based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed, and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Business will contribute 25% towards a student's result.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

- Summative assessments**

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

Chemistry

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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.

If class numbers are low the subject may be offered via the Brisbane School of Education.

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

Assessment

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

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

• Summative assessments

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

Dance

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

- Having gained a “C” in Year 10 English and a “B” in Year 10 Dance.
- Students must have completed Year 10 Dance.
- Ability to perform, choreograph and respond to dance works.

Workload

Due to the nature of the course, and the amount of group work inherent in this subject, Senior Dance is not compatible with learning via off-campus activities. Students who use class time effectively will find the workload similar to that of other QCAA subjects. However, the demands of rehearsal time may increase workloads immediately prior to assessment or larger performance and events such as Awards Night or Dance night.

3 x 70 minute lessons per week, plus additional 3 hours of study and homework per week. External exam preparation. Essay writing is an integral component of this subject with mock and external exams.

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

Special Requirements

Viewing Professional Productions

- Students are required to analyse and evaluate professional productions of dance works each semester. This will involve purchasing tickets and arranging transport to and from venues. Costs may occur for performance excursions and costuming. Approximate cost \$40-\$80 per semester.
- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading, viewing and research. Available technologies will be used for choreographic processes and to record and view their performances for feedback and evaluation processes.
- If selecting this subject, it is highly recommended you join the College Student Resource Scheme.
- Students are required to wear dance clothes and bring a water bottle to practical lessons.

Structure

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

| | | | |
|--------------|------------------------------|--|--|
| focus genres | - virtual dance environments | | |
|--------------|------------------------------|--|--|

Assessment

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

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

Summative assessments

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

Drama

General senior subject

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

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

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

Pathways

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

Objectives

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

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

Prerequisites

- Having gained a C in Year 10 English
- A 'B' in Year 10 Drama if completed;
- A desire to develop strong presentational skills in front of a range of audiences; and
- An ability to, and interest in, working effectively in groups.

Workload

Due to the nature of the course, and the amount of group work inherent in the subject, Senior Drama and Drama in Practice are not compatible with learning via off-campus activities.

3 x 70 minute lessons per week, plus additional 3 hours work. (study, learn lines, work on assessment.)

Viewing Professional Productions

Students are required to analyse and evaluate professional productions of theatre each semester to prepare for the 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 \$40-\$70 per semester.

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

- Approximate costs for Drama excursions are \$40-\$70 per semester.
- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for the creation of their assessment and dramatic works.
- 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 |
|--|--|--|--|
| <p>Share How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms | <p>Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts | <p>Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts | <p>Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus |

Assessment

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

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

Summative assessments

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

English

General senior subject

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

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

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

- Summative assessments**

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

Film, Television & New Media

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

The successful completion of Year 10 Film and Television is highly desirable as are solid written skills and the ability to effectively analyse moving image texts ('C' standard or above in Year 10 English). Artistic flair, creativity, time management skills and an ability to work, both individually and collaboratively, to a deadline are highly desirable.

Workloads

As with most creative subjects, the student’s homework load and outside class time workload will increase as major works are produced. Students need to be aware that media production is a very time-consuming process.

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

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

Special Requirements

- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for the creation of their assessment and media products.
- Students do not require their own video camera but owning a digital SLR camera (or similar) with video capability would prove advantageous.
- Access to a television with a DVD/media player is essential.
- 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 |
|---|--|--|---|
| <p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies <p>How are tools and associated processes used to create meaning?</p> <ul style="list-style-type: none"> • Concept: institutions <p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> • Concept: languages <p>How do signs and symbols, codes and conventions create meaning?</p> | <p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations <p>How do representations function in story forms?</p> <ul style="list-style-type: none"> • Concept: audiences <p>How does the relationship between story forms and meaning change in different contexts?</p> <ul style="list-style-type: none"> • Concept: languages <p>How are media languages used to construct stories?</p> | <p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies <p>How do technologies enable or constrain participation?</p> <ul style="list-style-type: none"> • Concept: audiences <p>How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> • Concept: institutions <p>How is participation in institutional practices influenced by social, political and economic factors?</p> | <p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies <p>How do media artists experiment with technological practices?</p> <ul style="list-style-type: none"> • Concept: representations <p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> • Concept: languages <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p> |

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Case study investigation | 15% | Summative internal assessment 3 (IA3): • Stylistic project | 35% |
| Summative internal assessment 2 (IA2): • Multi-platform project | 25% | | |
| Summative external assessment (EA): 25% • Examination — extended response | | | |

General Mathematics

General senior subject

General Mathematics' major domains are number and algebra, measurement and geometry, data and statistics, and networks and matrices, building on the content of the P–10 Australian Curriculum.

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

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

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

Summative assessments

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

Mathematical Methods

General senior subject

Mathematical Methods major domains are Algebra, Functions, Relations and their Graphs, Calculus and Statistics.

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

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

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

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

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

Pathways

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

Objectives

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

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning.

Prerequisites

Nil, however it is recommended that students have a minimum 'C' standard in Year 10 English. It is advantageous to take the Year 10 History course.

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 |
|---|--|--|---|
| French Revolution, 1789–1799 (Estates General meets – New Consulate established) | Women’s movement since 1893 (Women’s suffrage in New Zealand becomes law) | Germany, 1914–1945 (World War I begins – World War II ends) | Cold War, 1945–1991 (Yalta Conference begins – Soviet Union ends) |
| Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) | Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) | China, 1931–1976 (invasion of Manchuria begins – Cultural Revolution ends) | Australian engagement with Asia since 1945 (World War II in the Pacific ends) |

Assessment

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

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

Summative assessments

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

Music

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

It is advisable students achieve a minimum “C” standard in Year 10 English and a “B” in Year 10 Music. Students must be proficient in composition and performance.

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 \$80 per year.

If selecting this subject it highly recommended the student joins the College Student Resource Scheme, have access to a laptop and the internet at home.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|---|
| <p>Designs Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> • How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | <p>Identities Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> • How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music? | <p>Innovations Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> • How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | <p>Narratives Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> • How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? |

Assessment

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

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

Summative assessments

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

Music Extension (Year 12 Only)

General senior subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

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

Objectives

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

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

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 analysis skills.

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 \$80 per year.

If selecting this subject it is highly recommended the student joins the College Student Resource Scheme and have access to a laptop and the internet at home.

Structure

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

Assessment

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

Summative assessments

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

Physics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

Students selecting Physics should be achieving a “B” or higher in Year 10 Science General Preparation and a “A” in Year 10 Maths. Students should also select Mathematical Methods in Year 11.

Parents please note that this course is currently offered in a composite mode, allowing both Year 11 and 12 students to study together.

If class numbers are low the subject may be offered via the Brisbane School of Education.

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 |
|--|--|---|--|
| Thermal, nuclear and electrical physics Heating processes Ionising radiation and nuclear reactions Electrical circuits | Linear motion and waves Linear motion and force Waves | Gravity and electromagnetism Gravity and motion Electromagnetism | Revolutions in modern physics Special relativity Quantum theory The Standard Model |

Assessment

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

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

- Summative assessments**

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

Physical Education

General senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

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 would be advantageous for students to have a device and have access to the internet at home. Students will be encouraged to use their device for research in class activities, readings and digital media.
- 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 |
|---|---|---|--|
| <p>Motor learning, functional anatomy, biomechanics and physical activity</p> <p>Motor learning integrated with a selected physical activity</p> <p>Functional anatomy and biomechanics integrated with a selected physical activity</p> | <p>Sport psychology, equity and physical activity</p> <p>Sport psychology integrated with a selected physical activity</p> <p>Equity — barriers and enablers</p> | <p>Tactical awareness, ethics and integrity and physical activity</p> <p>Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</p> <p>Ethics and integrity</p> | <p>Energy, fitness and training and physical activity</p> <p>Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</p> |

Assessment

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

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

- **Summative assessments**

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

Visual Art

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

There are no prerequisites, although having a B or higher in Year 10 Art and a "C" in English would be an advantage. Students need to develop time management skills to ensure all course work and assessment is completed by due dates. Students should become increasingly independent in their work habits through Years 11 and 12.

Workload

It is expected work not completed in class time will be completed at home. Continuous planning of major work is needed. Students who miss timetabled classes due to TAFE, traineeships, apprenticeships, excursions, etc are expected to work with their Visual Art teacher to ensure that all course and assessment work is completed as per assessment timelines.

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

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-\$25 per semester. Participation in excursions are essential for Unit 3, IA1 assessment.
- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading, research and use available technologies for the creation of their visual art works.
- If selecting this subject, it is highly recommended you join the College Student Resource Scheme.

Structure

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

Assessment

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

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

Summative assessments

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

Applied Subjects

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning. Satisfactory results from assessment in Applied subjects (Unit 1,2,3 & 4) contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

Business Studies

Applied senior subject

Introduction

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

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

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

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

Pathways

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

Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study. The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

Dimension 1: Knowing and understanding

Dimension 2: Analysing and applying

Dimension 3: Planning and evaluating.

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, students will need to participate in BYO device program and access a device and internet at home. They must adhere strictly to the clauses set out in the computer contract and ensure they have sufficient funds for printing.

Structure

A course of study for Business Studies includes:

- five to eight contextualised modules of work, ranging from 20 to 55 hours
- the concepts and ideas from each business practice (i.e. Business fundamentals, Financial literacy, Business communication, Business technology) across the four-unit course of study
- Each business function (i.e. Working in administration, Working in finance, Working with customers, Working in marketing) across the four-unit course of study.

Possible business contexts include:

- Entertainment
- Events management
- Financial services
- Health and well-being
- Insurance
- Legal
- Media
- Mining
- Not-for-profit
- Real estate
- Retail
- Rural
- Sports management
- Technical, e.g. manufacturing, construction, engineering
- Tourism
- Travel.

Business practices describe the practical and essential concepts, ideas and skills which students need to be able to work effectively in business. They are integrated into business functions to allow core learning to be delivered in relevant, purposeful and meaningful ways.

Assessment

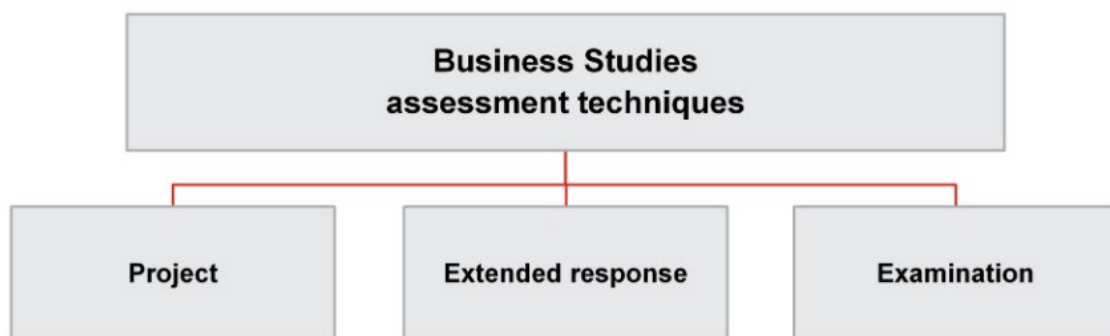
Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve
- able give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- Provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus. The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 3: Business Studies assessment techniques



In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

Dance in Practice

Applied senior subject

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Prerequisites

- Students may be expected to perform in a live production.
- Students will require appropriate dance wear for classes and performances.
- Costs will occur for performance excursions and some costuming.
- Having gained a C in Year 10 English and Year 10 Dance if completed.
- An ability to, and interest in, working effectively in groups.
- An ability to work towards scheduled production events.

Workload

- Students will be expected to rehearse for assessment tasks in their own time. This might include rehearsing at home and/or attending extra rehearsals prior to assessment or College events.
- Students must engage in both practical and theory work and assessments.

Special Requirements

- Students are required to analyse and evaluate a professional production of a dance work. This may involve purchasing tickets and arranging transport to and from the venue. Approximate cost \$40-\$60 per semester. This is not included in the subject fee.
- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for recording of performances, choreographic process and research purposes.
- If selecting this subject, it is highly recommended you join the College Student Resource Scheme and pay the additional cost for this subject.
- Students are required to wear dance clothing and bring a water bottle to practical lessons.

Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

| Core | Electives |
|---|---|
| <ul style="list-style-type: none"> • Dance performance • Dance production • Dance literacies | <ul style="list-style-type: none"> • Contemporary • Jazz • Musical Theatre • Popular dance • World dance |

Assessment

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

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

| Project | Performance | Product | Extended response | Investigation |
|---|--|--|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the production of a design solution and folio or choreographic work. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students’ own knowledge and the data they have been given. |

| | | | | |
|---|--|---|---|---|
| <p>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> • a dance performance: 1½ – 2 minutes • at least one other component from the following <ul style="list-style-type: none"> - written: 500–900 words - spoken: 2½–3½ minutes - multimodal <ul style="list-style-type: none"> ▪ non-presentation : 8 A4 pages max (or equivalent) ▪ presentation : 3–6 minutes • product: variable conditions. | <ul style="list-style-type: none"> • Dance performance: 2–3 minutes • Production performance: variable conditions • Teaching performance: variable conditions | <ul style="list-style-type: none"> • Design solution and folio: variable conditions • Choreographic work: 2–3 minutes | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes. | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes. |
|---|--|---|---|---|

Drama in Practice

Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

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

Objectives

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

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

Prerequisites

- Having gained a C in Year 10 English and Year 10 Drama if completed;
- A desire to develop strong production and organisational skills for a range of audiences;
- An ability to, and interest in, working effectively in groups; and
- An ability to work towards scheduled production events.

Workload

Viewing Professional Productions

Students are required to analyse and evaluate professional productions of theatre each semester. This will involve purchasing tickets and arranging transport to and from Brisbane city or Redlands Performing Arts Centre in Cleveland. Approximate cost is \$40-\$70 per semester.

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.

Due to the nature of the course, and the amount of group work inherent in the subject, Senior Drama and Drama in Practice are not compatible with learning in off-campus activities.

If selecting this subject it is highly recommended you join the College Student Resource Scheme to cover consumables for class and assessment, including production requirements such as set and prop construction and some costume hire.

Special Requirements

- Approximate costs for Drama excursions are \$40-\$60 per semester.
- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and dramatic works.
- If selecting this subject, it is highly recommended you join the College Student Resource Scheme.

Career Possibilities

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

Structure

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

| Core | Electives | |
|---|--|---|
| <ul style="list-style-type: none"> • Dramatic principles • Dramatic practices | <ul style="list-style-type: none"> • Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Playbuilding | <ul style="list-style-type: none"> • Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre |

Assessment

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

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

| Project | Performance | Product | Extended response | Investigation |
|---|--|---|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the production of a design solution. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| <p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance onstage (stage acting) <ul style="list-style-type: none"> – 2–4 minutes: individual – 1½–3 minutes: group • performance onstage (screen acting) <ul style="list-style-type: none"> – 2–3 minutes: individual – 1½–2 ½ minutes: group • performance offstage (directing, designing) <ul style="list-style-type: none"> – 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions. | <ul style="list-style-type: none"> • acting performance (stage) <ul style="list-style-type: none"> – 3–5 minutes: individual – 2–4 minutes: group • acting performance (screen) <ul style="list-style-type: none"> – 2½–3½ minutes: individual – 2–3 minutes: group • directing performance <ul style="list-style-type: none"> – 5–7 minutes: individual (excluding actors delivering text) | <ul style="list-style-type: none"> • variable conditions | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation : 10 A4 pages max (or equivalent) – presentation : 4–7 minutes. |

Essential English

Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

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

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

Essential Mathematics

Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

Students selecting Essential Mathematics should have achieved a "C" or better in Year 10 Mathematics.

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

Assessment

- **Formative assessments**

| Unit 1 | Unit 2 |
|--|--|
| Formative internal assessment 1 (FIA1) | Formative internal assessment 3 (FIA3) |
| Examination | Examination |
| Formative internal assessment 2 (FIA2) | Formative internal assessment 4 (FIA4) |
| Problem-solving and modelling task | Problem-solving and modelling task |

- **Summative assessments**

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

Hospitality Practices

Applied senior subject

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it 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 transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context.

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.

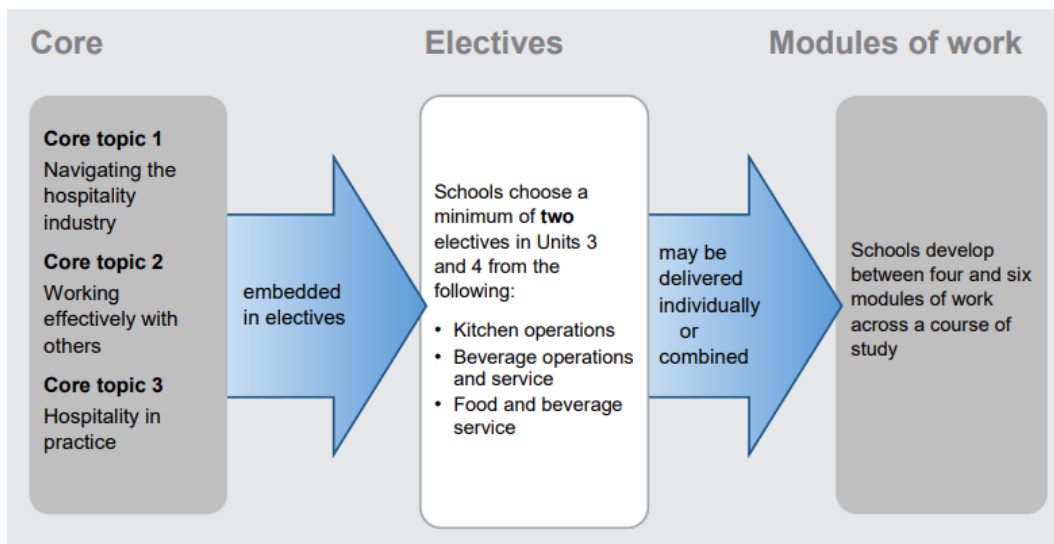
Objectives

- By the conclusion of the course of study, students should:
- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector.
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

Prerequisites

Nil.

Course Structure



Assessment

| Project | Exam | Extended response | Investigation |
|--|--|---|--|
| <p>This technique assesses a response to a single task, situation or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.</p> | <p>This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.</p> | <p>This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.</p> | <p>This technique assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Hospitality Practices, investigations involve research and follow an inquiry approach. Investigations provide opportunity for assessment to be authentic and set in lifelike hospitality contexts.</p> |

Industrial Technology Skills

Applied senior subject

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including engineering and furnishing.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities.

Students who undertake this four-unit course of study over year 11 and 12 will have the opportunity to learn two main topic areas which include:

- Industry practices
- Production processes

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

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available.

Industrial Technology Skills leads students to further study in Design, Engineering, Furnishing and Trade Vocational Educational Training (VET) pathways. This course of study also has links to Maths, English and Art.

Objectives

By the conclusion of the course of study, students should be able to carry out procedures to a given situation to the following reportable dimensions:

Dimension 1: Knowing and understanding

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

- Describe industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information

Dimension 2: Analysing and applying

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

- Analyse manufacturing tasks to organise materials and resources
- Select and apply production skills and procedures in manufacturing tasks
- Use visual representations and language conventions and features to communicate for particular purposes

Dimension 3: Producing and evaluating

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

- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make

recommendations

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 work shop environment.

Resources

Students will require a pencil, pen and USB drive for in class work as well as access to a computer device at home to complete multimodal assignments as homework.

Assessment

Over year 11 and 12 students are to be assessed against the four-unit course of study. Students are required to complete assessment under a range of conditions:

- Exam – safety in the work place
- Project – includes 6 to 8 page multimodal presentation plus practical assessment
- Practical Demonstration – practical assessment

Information & Communication Technology

Applied senior subject

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

These environments continue to be transformed by the increasing evolution and impact of ICT. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

In studying ICT, students will learn about

- Hardware
- software and
- ICT in society.

The subject ICT is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

The course of study uses a 'task oriented' approach. Emphasis is placed on using ICT to solve problems or complete tasks. The course is made up of a study area core – the core principles that encompass a problem-solving approach to a task or project development. Three core topics include Hardware, Software and ICT in Society. Elective units provide a focus for further developing the core principles.

Current units of work studied might include (subject to change according to expertise of available teaching staff and available software): Web design & development, Game design & development, 2D & 3D digital image creation & animation and Multimedia.

Dimensions

The dimensions for a course of study in this subject are:

Dimension 1: Knowing and understanding

Dimension 2: Analysing and applying

Dimension 3: Producing and evaluating

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society.

Workload

Whilst tuition and assignment work could generally be completed in class time, it is expected that any work not completed during class time will be completed at home. Students are also encouraged to access online tutorials and plan projects at home. Continuous planning of assessment is needed. Students who miss timetabled classes due to TAFE, traineeships,

apprenticeships, excursions, etc are expected to work with their Information and Communications Technology teacher to ensure they complete all course and assessment work, adhering to assessment timelines.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Prerequisites

- This is an entry-level course and has no prerequisites. Keyboard skills and basic computer skills would be an advantage.

Special Requirements

- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and media arts works.
- If selecting this subject, it is highly recommended you join the College Student Resource Scheme to cover access to expensive cameras and software.

Structure

The Information and Communication Technology course is designed around core and elective topics.

| Core | Electives |
|--|--|
| <ul style="list-style-type: none"> • Hardware • Software • ICT in society | <ul style="list-style-type: none"> • Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production • Network fundamentals • Online communication • Websites production |

Assessment

The exit folio is the collection of evidence of student work from Units 3 and 4 that is used to determine the student’s exit result. Each folio must include:

- four assessment instruments, and the student responses
- evidence of student work from Units 3 and 4 only
- evidence of all dimensions being assessed in each assessment instrument
- at least two projects
- at least one extended response

| Project | Extended response |
|--|---|
| <p>This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. A project occurs over a set period of time. Students may use class time and their own time to develop a response. A project involves students undertaking and documenting a problem-solving process when developing solutions for a client.</p> | <p>This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p> |
| <p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: – 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions. | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. |

Media Arts in Practice

Applied senior subject

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

Students will learn about media technologies, media communications and media in society.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the creative arts industries.

Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts.

Prerequisites

- Having gained a C in Year 10 English and Year 10 Media Arts if completed;
- A desire to develop strong production and organisational skills for a range of audiences;
- An ability to, and interest in, working effectively in groups; and
- An ability to work towards scheduled productions.

Workload

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

Special Requirements

- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and media arts works.
- If selecting this subject, it is highly recommended you join the College Student Resource Scheme to cover access to expensive cameras and software.

Career Possibilities

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

Structure

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

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

Assessment

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

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

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

Music in Practice

Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

- Having gained a C in Year 10 English and Year 10 Music if completed;
- A desire to develop strong presentation, organisation and/or performance skills for a range of audiences and purposes;
- An ability to, and interest in, working effectively in groups; and
- An ability to work towards scheduled production events.

Workload

Due to the nature of the course, and the amount of group work inherent in this subject Music in Practice, it is not compatible with learning via off-campus activities. Be open to and actively engage in learning a variety of musical instruments, sound system construction, stage management and recording platforms.

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 College music functions and/or technical rehearsals at the college prior to assessment productions.

Special Requirements

- It would be advantageous for students to have access to the internet at home. Students will use their device for wide listening/reading/viewing, research and use available technologies for the creation and recording of their assessment and music works.
- If selecting this subject, it is highly recommended you join the College Student Resource Scheme.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving you the knowledge and skills that should enhance your employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment outcomes may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

Structure

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

| Core | Electives | |
|---|--|---|
| <ul style="list-style-type: none"> • Music principles • Music practices | <ul style="list-style-type: none"> • Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising | <ul style="list-style-type: none"> • The music industry • Music technology and production • Performance craft • Practical music skills • Song writing • World music |

Assessment

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

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

| Project | Performance | Product (Composition) | Extended response | Investigation |
|--|---|--|---|---|
| <p>A response to a single task, situation and/or scenario.</p> | <p>A technique that assesses the physical demonstration of identified skills.</p> | <p>A technique that assesses the application of skills to create music.</p> | <p>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p> | <p>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p> |
| <p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions. | <ul style="list-style-type: none"> • music performance: minimum of two minutes total performance time • production performance: variable conditions | <ul style="list-style-type: none"> • manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. |

Visual Arts in Practice

Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

There are no prerequisites, although having a C in both Year 10 Art and English would be advantageous. Students need to develop time management skills to ensure all course and assessment is completed by due dates. Students should become increasingly independent in their work habits throughout Years 11 & 12.

Workload

It is expected that any work not completed in class time will be completed at home. Continuous planning of assessment is needed. Students who miss timetabled classes due to TAFE, traineeships, apprenticeships, excursions, etc are expected to work with their Visual Arts in Practice teacher to ensure they complete all course and assessment work, adhering to assessment timelines.

Special Requirements

- Students will need to purchase a Visual Diary for planning of their practical work and artist research. Approximate costs for art excursions are \$20-\$25 per semester.

- It would be advantageous for students to have access to the internet at home. Students will use their device for wide reading, research and use available technologies for the creation of their visual art works. Power Point is used for documenting projects and the collection of evidence.
- If selecting this subject, it is highly recommended you join the College Student Resource Scheme.

Structure

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

| Core | Electives |
|---|---|
| <ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation | <ul style="list-style-type: none"> • 2D • 3D • Digital and 4D • Design • Craft |

Assessment

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

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

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

Vocational Education and Training (VET) Courses

Offering of Certificate courses is dependent upon successful registration with the Queensland Curriculum and Assessment Authority (QCAA). Any changes to qualification names, codes and units of competency will be advertised to parents and students expressing interest in these subjects.

For the purposes of contributing to the Queensland Certificate of Education:

- 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 4 credits if the required standard is achieved.
- VET Certificate III subjects are core subjects and contribute from 6 – 8 credits as determined by the QCAA if the required standard is achieved.

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

VET certificate courses are also offered in conjunction with TAFE Queensland Brisbane (RTO Code: 0275, CRICOS No. 03020E). Courses to be offered in 2023 are yet to be confirmed at the time of publication of this booklet. Details of these courses will be made available to students when they are received from TAFE Queensland Brisbane by the College. VET courses may also be available through external private providers (eg. Bluestone Medical RTO Code: 32117, Axiom College RTO Code: 40489, Binnacle Training RTO Code: 31319 etc). Students and parents will be advised when these courses are available. Students must apply to the Principal for approval to enrol in these courses when available.

Students will make a separate application to the College Principal to be enrolled in these certificate courses.

Students will be required to generate a Unique Student Identifier (USI) when enrolled in a VET program. All subjects and VET courses are offered subject to availability of QCAA registration, HR requirements of staff, and physical resource requirements.

Subject SIT20316**Certificate II in Hospitality**

Delivered at CSC in conjunction with

Blueprint Career Development PTY LTD RTO Number: 30978

Certificate II in Hospitality is part of the Tourism, Travel and Hospitality Training Package, a nationally recognised VET qualification developed by industry. It provides the skills and knowledge for an individual who uses a defined range of hospitality operational skills. Students are involved in simple tasks using practical skills and basic industry knowledge.

The course is designed so students can demonstrate their practical skills in safe and hygienic cookery of simple foods and beverages. Practical cookery is a large component of the course and students are required to supply ingredients some weeks. Students will demonstrate their practical ability to provide food and beverage service in a simulated restaurant environment and a workplace.

The hospitality industry is a dynamic and ever changing work environment that requires employees to maintain their knowledge of current policies, procedures and trends. Students will demonstrate their ability to read hospitality related documents and research hospitality topics using a variety of sources including ICTs.

Pathways

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision

After achieving SIT20316 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries.

Prerequisites

There are no prerequisites for course enrolment.

SITXFSA101 Use Hygienic Practices for Food Safety is a prerequisite for the elective units and must be successfully completed at the beginning of the course before any other units are undertaken.

Workloads

Much of the work in this course is completed in class time. Students are required to complete any work missed in their own time. The course is fully accessible online and students are responsible for keeping up with and submitting the work for each competency.

Students are required to undertake work placement (**a minimum of 12 complete service periods / shifts**) for SIT20316 Certificate II in Hospitality. This could be part-time, paid, or unpaid work. NOTE: The ILO will assist any students who require help finding a placement. Some shifts will also be completed as a part of the assessment process when we do services at school.

Special Requirements

Every school student is entitled to VETiS funding. **Students who have *not* used their VETiS funding may use it for this program.** There will be no out-of-pocket costs for students who use their VETiS funding. Please contact the HOD of Senior Schooling for further details.

If the student has used their VETiS funding, the cost to student is \$1200. Students who have nominated to study the above certificate will be invoiced by the College once their enrolment has been processed.

Structure

The course has been developed as a two year course for students in Year 11 and 12. Students may complete SIT20316 Certificate II in Hospitality over four semesters.

To achieve **SIT20316 Certificate II in Hospitality**, students must achieve competence in **all core** and **six elective** units of competency (Packaging rules apply) as described in the table below.

| | |
|------------|--|
| SITXWHS001 | Participate in safe work practices |
| BSBWOR203 | Work effectively with others |
| SITXCOM002 | Show social and cultural sensitivity |
| SITHIND002 | Source and use information on the hospitality industry |
| SITHIND003 | Use hospitality skills effectively |
| SITXCCS003 | Interact with customers |
| SITXFSA001 | Use hygienic practices for food safety |
| SITHFAB005 | Prepare and present Espresso coffee |
| SITHCCC002 | Prepare and present simple dishes |
| SITHGAM001 | Provide Responsible Gambling Services |
| HLTAID011 | Provide First Aid |
| SITHFAB002 | Provide responsible service of alcohol |

Students are required to undertake work placement (a minimum of 12 complete service periods / shifts) for SIT20316 Certificate II in Hospitality. This could be part-time, paid, or unpaid work.

Assessment

Assessment is competency based (a student demonstrates that they can perform the skill, task or exercise well enough to be assessed as competent).

It can be in the form of:

- Short response tests
- Written assignments, tasks, projects, diaries
- Practical cookery
- Practical demonstrations/observation
- Simulated situations
- Role play

A *Certificate of Completion* or *Statement of Attainment* will be issued to students upon exit or completion of the course.

Excursions

2-night stay and work experience at a 4 or 5 star Hotel! eg. SeaWorld, The Emporium etc.

The Blueprint Hospitality Experience Program has been developed to give year 11 and 12 students the opportunity to develop a deeper understanding of the hospitality industry with real hands on exposure to front and back of house operations. The program allows students with different strengths and areas of interest to experience a range of departments and positions so they can make informed decisions about future aspirations. Whilst immersed in the program, students will enjoy the professional and fast paced work environment and also experience 4- and 5-star properties from the perspective of a guest as well as an employee. Students will enjoy accommodation in a 4- or 5-star hotel, buffet breakfasts, lunches in the staff cafeteria, dinner in the hotel restaurant, hotel tour, multiple shifts that count towards their 12 required work placement shifts and guest access to the hotel facilities (not including the bar!).

Students will be offered the chance to participate in a 2-night stay, for \$285 per person, twin share (Pricing subject to change.) This is an OPTIONAL but highly recommended excursion

Subject HLT23215

Certificate II in Health Support Services

RTO Code: 32117

The Certificate II in Health Support Services is to be delivered at our school. This course – offered as a senior subject – is being delivered with the assistance (and under the auspices) of an external Registered Training Organisation.

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 (1 year)

CHCDIV001 – Work with diverse people

BSBCUS201 – Deliver a service to customers

CHCLEG001 – Work legally and ethically

CHCCOM005 – Communicate and work in health or community services

HLTAID003 – Provide first aid

HLTINF001 – Comply with infection prevention and control policies and procedures.

CHCCCS026 – Transport individuals

CHCCCS020 – Respond effectively to behaviours of concern

CHCCCS012 – Prepare and maintain beds

HLTWHS001 – Participate in workplace health and safety

HLTWHS005 – Conduct manual tasks safely

HLTFSE002 – Provide ward or unit based food preparation and distribution services

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. Students will also be required to have their own electronic device for completing the course, for example laptop or Ipad.

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.

RTO: Binnacle Training

RTO Code: 31319

Certificate III in Fitness (Stand Alone)

This course will be delivered with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO Code: 31319 (www.binnacletraining.com.au)

- Students deliver fitness programs and services within their school community
- Personal Training adults (teachers and staff)
- Strength and conditioning for athletes and teams
- Group fitness sessions (adults and students)
- Primary school visits
- Includes Provide First Aid/CPR certificates; and coach accreditation

Benefits of Course

- SIS30315 Certificate III in Fitness
- Provide First Aid/CPR certificates
- Direct pathway into Certificate IV in Fitness
- Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR.

Course Units

| Unit Code | Unit Title |
|------------|--|
| HLTWHS001 | Participate in Workplace Health and Safety |
| SISXEMR001 | Respond to emergency situations |
| HLTAID003 | Provide first aid |
| SISXCCS001 | Provide quality service |
| SISXIND001 | Work effectively in sport, fitness and recreation environments |
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge |
| SISXFAC001 | Maintain equipment for activities |
| BSBSUS201 | Participate in environmentally sustainable work practices |
| BSBRSK401 | Identify risk and apply risk management processes |
| SISFFIT001 | Provide health screening and fitness orientation |
| SISFFIT003 | Instruct fitness programs |
| SISFFIT004 | Incorporate anatomy and physiology principles into fitness programming |
| SISFFIT006 | Conduct fitness appraisals |
| SISFFIT002 | Recognise and apply exercise considerations for specific populations |
| SISFITT005 | Provide healthy eating information |
| SISFFIT014 | Instruct exercise to older clients |

Prerequisites

VETiS funding may be available for this program. Please contact the RTO Manager for further details.

Each student must obtain a (free) “Working with Children” Student Blue Card (a requirement of official enrolment). You will need a customer reference number (CRN) and photo from the Department of Transport and Main Roads (TMR)“ before you apply for your blue card (there is no fee for the CRN or the photo) Find your closest TMR service centre.

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.

Students will also be required to have their own electronic device for completing the course, for example laptop or iPad.

Pathways

- Immediate Opportunities – Fitness/Gym Instructor, Fitness/Sports Coach, Group Exercise Instructor, Activity Assistant.
- Certificate IV/Diploma – Personal Trainer, Gym Manager, Business Owner, Strength and Conditioning coach
- University Degree – Physical Education Teacher, Exercise Physiologist, Sports Scientist, Physiotherapist, dietitian

Subject BSB30120 **Certificate III in Business** RTO: Binnacle Training RTO Code: 31319

Certificate III in Business allows students to apply a range of business skills – including leadership, innovation, customer service, personal management and financial literacy – while examining business opportunities and delivering projects within their school community.

Pathways

The units of competency form part of a course of study which aims to adequately prepare students for a first experience in the workforce

Prerequisites

N/A

Workload

The amount of learning identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.

The nominal volume of learning for this program is 2 years.

This includes:

- 220 hours of scheduled training and assessment activity
- One to one instruction as required
- personal study time, either off the job or at home.
- School based studies
- Online learning activities
- Total amount of learning: 600-1200 hours

Special requirements

Most aspects of the course are based around computer usage and it would be advantageous to have access to a device and internet at home. They must adhere strictly to the clauses set out in the computer contract and ensure they have sufficient funds for printing. It is anticipated that students complete the course by the end of Year 12.

The cost to students is \$210. Parents will be advised of any changes in costs. Students who have nominated to study the above certificate will be invoiced by the College once their enrolment has been processed.

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.

Structure

There are 12 units consisting of 1 core unit plus 11 elective units. These may consist of:

- BSBWHS302 Apply knowledge of WHS legislation in the workplace (core)
- BSBCUS301 Deliver and monitor a service to customers
- BSBFLM312 Contribute to team effectiveness
- BSBINN301 Promote innovation in a team environment
- BSBWOR301 Organise personal work priorities and development
- BSBPRO301 Recommend products and services
- BSBWRT301 Write simple documents
- BSBITU306 Design and produce business documents
- FNSFLT205 Develop knowledge of the Australian financial system and markets
- FNSFLT401 Be Money Smart through a career in small business
- BSBLED301 Undertake e-learning
- BSBITU304 Produce spreadsheets

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome. Due to this the elective units may change to suit the individual cohort. Students and parents will be advised.

Assessment

Assessment is competency based. A certificate of completion or statement of attainment will be issued to students upon exit or completion of the course. Assessments may be in the form of:

- Knowledge short answer
- Mini business projects – individual and group
- 2 x Major Projects Financial Literacy Short Course -

Subject: AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight)
Skills Generation RTO Code: 41008

Pathways - About Industry

Due to ongoing technological advances, drones are being increasingly utilised across a wide variety of industries. The anticipated growth in the uptake of drones will create new opportunities for industry by improving/automating production processes and leading to cost savings over the medium to long term. Emerging areas where drones are being utilized include new transport delivery services and e-commerce. It is estimated that over the next 10 years the increasing usage of drones will add 2,000 jobs per annum in the sector and deliver an estimated economic benefit of up to \$15 billion AUD over the same period. This qualification will position you uniquely to be part of this growth story.

Key tasks and functions this qualification will prepare you for include:

- Performing operational inspections on remote pilot aircraft
- Launching, flying and landing remote pilot aircraft
- Operating multi-rotor remote pilot aircraft systems
- Controlling remote pilot aircraft systems on the ground
- Operating aeronautical radios

Remote pilots operating at this level will apply technical and non-technical knowledge and skills to demonstrate autonomy and judgement and will take limited responsibility in known and stable operational contexts within established regulatory parameters.

This course is for people who are passionate about aviation and looking to start their career in the rapidly evolving drones' sector. The AVI30419 Certificate III in Aviation (Remote Pilot) prepares you for a role as a drone pilot and will provide you with the skills and knowledge to operate commercially.

Career Pathways

- Construction
- Mining
- Real estate
- Defence
- Agriculture
- Disaster management
- E-commerce
- Police service, Ambulance service and Fire services

Benefits of Studying Course:

- Gain an Australia wide accredited qualification.
- Obtain your CASA Remote Pilot's Licence (RePL) with an option for your Aeronautical Radio Operator Certificate (AROC).
- According to the Australian Government's Job Outlook Service, the Aviation sector has strong future growth prospects and provides strong career pathways into a diverse range of careers across multiple industries.
- Access to an employment area that offers a diversity of roles and working conditions – including flexible hours and geographic location.

Objectives

This course curriculum has been uniquely designed to also incorporate the CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (AROC) theory into a single learning journey. This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS) within visual line of sight (VLOS), below 400 feet above ground level (AGL), in day visual meteorological conditions (VMC), outside of controlled airspace, greater than 3 nautical miles from an aerodrome and outside of populous areas.

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).
- For students who did not complete the Cert II Engineering in Year 10 with Skills Generation (RTO will require VETIS funding or pay approximately \$3000 to complete the course of study.
- Birth Certificate for Civil Aviation Safety Authority (CASA) for Personal Identification

Workload

The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.

The nominal volume of learning for this program is 1.5 years.

This includes:

- 330 hours of scheduled training and assessment activity
- one-on-one instruction as required
- personal study time, either off the job or at home
- additional language, literacy and numeracy training while enrolled and undertaking full-time
- school-based studies
- online learning activities

Total amount of learning: 600–1200 hours 1200–2400 hours

Special Requirements

- As part the Certificate II in Engineering student are provided with a Quadcopter that is required for the Certificate III in Aviation (Remote Pilot – Visual Line of Site).
- Students will be required to access the internet to obtain the required course ware from Skills Generation (RTO) to complete the Certificate.

Qualification Description

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

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

Structure

A total of 14 units of competency comprising:

14 core units listed below

Core units

- | | |
|--------------|--|
| 1. VIF0021 | Manage human factors in remote pilot aircraft systems |
| 2. AVIW0004 | Perform operational inspections on remote operated systems |
| 3. AVIY0053 | Manage remote pilot aircraft systems energy source requirements |
| 4. AVIY0031 | Apply the principles of air law to remote pilot aircraft systems operations |
| 5. AVIZ0005 | Apply situational awareness in remote pilot aircraft systems operations |
| 6. AVIY0052 | Control remote pilot aircraft systems on the ground |
| 7. AVIY0023 | Launch, control and recover a remotely piloted aircraft |
| 8. AVIW0028 | Operate and manage remote pilot aircraft systems |
| 9. AVIH0006 | Navigate remote pilot aircraft systems |
| 10. AVIE0005 | Complete a Notice to Airmen (NOTAM) |
| 11. AVIY0027 | Operate multi-rotor remote pilot aircraft systems |
| 12. AVIH0007 | Operate remote pilot aircraft systems under night visual line of sight |
| 13. AVIH0008 | Operate remote pilot aircraft systems in extended visual line of sight (EVLOS) |
| 14. AVIE0003 | Operate aeronautical radio |

Assessment

- 14 written assessment on Skills Generation (Online)
- 25 Practical Flying assessment
- Minimum of 5 hours of flight time
- Civil Aviation Safety Authority (CASA) - REPI Assessment

Assessment is competency based. A *Certificate of Completion* or *Statement of Attainment* will be issued to students upon exit or completion of the course.

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 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:

1. 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.
2. 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. .
3. Students must have the TAFE Queensland Brisbane area of study/course listed on their SET Plan.
4. 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.
5. Any costs involved must be paid when the enrolment request is being processed.

College to Work Programs

School Based Apprenticeships or Traineeships (SBATS)

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..

Normally, a SBAT 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 SBAT and their College workload.

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 College's Careers & Pathways Teacher.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students should have a history of completing an individual learning program throughout their secondary schooling.

Students on individualised learning programs *do not have to* receive the QCIA. The students, parents and college (through consultation with Head of Special Education Services/Guidance Officer and Student Support Committee) determine the educational program that is best for each individual.

The QCIA certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The QCIA records the student's educational achievement in two areas:

The **Statement of Achievement** provides descriptions of the student's demonstrated knowledge and skills in communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.

The **Statement of Participation** lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

Students nominated for the QCIA can also have achievements for studies that contribute to the QCE recorded in their learning accounts if they wish to attain their QCE within seven (7) years of completing Year 12.

For more information on the QCIA, go to: <http://www.qcaa.qld.edu.au/590.html>