



Live, Love, Learn  
Leave a Legacy



# Senior Handbook

Year 11 and Year 12

# 2024- 2025

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\*\*\* This Handbook contains information that is correct at the time of printing but is subject to change. \*\*\*

Changes to legislation, training packages, QCAA syllabuses, Teaching, Learning and Assessment Plans (TLAP), 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 by contacting your Deputy Principal at 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 considering their past achievement, study patterns and habits, motivation, and attitude to schooling. Being a senior student means placing study as the 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 (e.g. 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.

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## Some Alternatives to Senior Studies

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**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.

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## Before Choosing Senior Subjects

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### 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.

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## The Features of the Senior Phase of Learning

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### 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 [MyQCE Student Portal](#). 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 Subjects:** 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.

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

Applied 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.

## 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 the Capalaba State College Senior Secondary Assessment Policy and: <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>

## 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.

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



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## The Senior Studies Curriculum

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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 full duration (Units 1 to 4 for General/Applied subjects or completion of a VET course). It is therefore important that subjects are chosen wisely. In addition to these subjects, the Senior Studies Curriculum at Capalaba may contain other activities such as sport, tertiary preparation, and independent study opportunities for work placement. **Students in Senior Studies at Capalaba State College are enrolled on a full-time attendance basis only.** This means that students are required to attend for the full time each timetabled college day and partake in the full Senior Studies curriculum. Students will only be able to access the flexible programs at the discretion of the school.

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## What is needed for Tertiary Entrance (ATAR)?

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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'.

### 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 **or** Essential English can be included in the ATAR, but not both.
2. Only General Mathematics subjects (General Mathematics and Mathematical Methods) **or** Essential Mathematics 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 Extension\* and Literature Extension\* (\* = not currently offered at Capalaba State College).

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 Course Guide](#) to check for prerequisite subjects.

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

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## A Guide to Choosing Senior Subjects

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It is important to choose senior subjects carefully. 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 or Careers & Pathways Teacher may be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

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

- The [Qld Skills Gateway](#) provides information on occupations and subjects needed for particular occupations and courses. All Year 10's should 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 [QTAC Course Guide](#) is useful for information on university courses and higher level TAFE courses.
- The [QTAC Year 10 Guide](#) provides information on the subjects required for entry to university and TAFE advanced diploma and diploma courses in the year 2025.
- Queensland TAFE website: <https://tafeqld.edu.au/>



You will find these terms used in these resources.

- **Prerequisite** subjects (subjects which **must** be taken for future courses or careers)
- **Recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **Useful** subjects (not essential, but give a general background or help develop particular skills)
- **Assumed knowledge** (students may gain entry to the course without these subjects but could find the course work difficult).

## 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 direct tertiary entry should follow the guidelines for obtaining an ATAR. Students should consider taking some of the Applied subjects and/or Certificate courses if:

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

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

## 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. 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 studying a specific combination of subjects (e.g. English, Mathematical Methods, Chemistry and Physics) will enable a better result or keep all their tertiary options open. Certainly, some tertiary courses do require some of these subjects as a prerequisite, but remember that many courses require no more than English for entry. More importantly, subjects results are crucial and so choosing 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 Careers & Pathways Teacher, 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 Careers & Pathways Teacher.

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## Useful Internet Sites

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- My QCE: <https://myqce.qcaa.qld.edu.au>
- Queensland Curriculum and Assessment Authority: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- QTAC (Queensland Tertiary Admissions Centre): [www.qtac.edu.au](http://www.qtac.edu.au)
- TAFE Queensland: <https://tafeqld.edu.au/>
- Commonwealth Department of Employment: [www.employment.gov.au](http://www.employment.gov.au)
- Career Information: [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Job Outlook: [www.labourmarketinsights.gov.au](http://www.labourmarketinsights.gov.au)

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## Subject Change process

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**It is not recommended to change subjects mid-course in Years 11 and 12.** Permission to change subjects is not granted automatically, and is often not possible once Unit 3 has commenced (Year 12). 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.

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## Assessment and Reporting

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### (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, students 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/TLAP
- (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 or behaving satisfactorily, or not participating satisfactorily in the program of instruction.**

Where illness, unavoidable absences or extenuating factors affect attendance at internal examinations or presentation of required work, the AARA 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 on or before the due date or the due date agreed to on an approved AARA.

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

## Reporting

### Reporting results for General and Applied subjects

#### Units 1 and 2

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

#### Units 3 and 4

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

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

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

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

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

### School Report Cards

Reporting to parents will follow Department of Education, QCAA and College Policies. Report Cards will be distributed at the end of Semester One and Two in Year 11 and at the end of Semester One in Year 12. There will not be a school-issued report card at the completion of Year 12.

Results for individual assessment will be released throughout the year on DayMap for students and parents to view.

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## Choosing Subjects for Year 11 in 2024

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Students will indicate their selected subjects on the form *Application for Enrolment in Senior Studies – Year 11 2024*. 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 student 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) or VET/TAFE courses may be given the option of dropping one subject providing certification requirements are met and the QCE points are being obtained through the SAT or course.

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## Queensland Certificate of Education (QCE)

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

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

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

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## Subject Descriptions

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**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

### Introduction

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><b>Investigating the ancient world</b>                      Digging up the past                      Ancient societies — Slavery                      Ancient societies — Beliefs, rituals and funerary practices.</p>	<p><b>Personalities in their time</b>                      Hatshepsut                      Perikles</p>	<p><b>Reconstructing the ancient world</b>                      Thebes — East and West, 18th Dynasty                      Egypt                      The Bronze Age                      Aegean</p>	<p><b>People, power and authority</b>                      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

### Introduction

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

### Workload

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

## Special Requirements

Nil

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> Cells as the basis of life Multicellular organisms	<b>Maintaining the internal environment</b> Homeostasis Infectious diseases	<b>Biodiversity and the interconnectedness of life</b> Describing biodiversity Ecosystem dynamics	<b>Heredity and continuity of life</b> 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

### Introduction

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
<b>Business creation</b> Fundamentals of business Creation of business ideas	<b>Business growth</b> Establishment of a business Entering markets	<b>Business diversification</b> Competitive markets Strategic development	<b>Business evolution</b> 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

### Introduction

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

### Introduction

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 modern 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 Dance (if studied).
- Ability to perform, choreograph and respond critically to dance works in extended written responses.

## 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 like 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 \$50-\$100 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.
- It is highly recommended you join the College Student Resource Scheme for this subject.
- 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><b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> <li>• Genres:                             <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- at least one other genre</li> </ul> </li> <li>• Subject matter:                             <ul style="list-style-type: none"> <li>- meaning, purpose and context</li> <li>- historical and cultural origins of focus genres</li> </ul> </li> </ul>	<p><b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> <li>• Genres:                             <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- at least one other genre</li> </ul> </li> <li>• Subject matter:                             <ul style="list-style-type: none"> <li>- physical dance environments including site-specific dance</li> <li>- virtual dance environments</li> </ul> </li> </ul>	<p><b>Moving statements</b> How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> <li>• Genres:                             <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- at least one other genre</li> </ul> </li> <li>• Subject matter:                             <ul style="list-style-type: none"> <li>- social, political, and cultural influences on dance</li> </ul> </li> </ul>	<p><b>Moving my way</b> How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> <li>• Genres:                             <ul style="list-style-type: none"> <li>- fusion of movement styles</li> </ul> </li> <li>• Subject matter:                             <ul style="list-style-type: none"> <li>- developing a personal movement style</li> <li>- personal viewpoints and influences on genre</li> </ul> </li> </ul>

## Assessment

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

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

- **Summative assessments**

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



# Drama

## General senior subject

### Introduction

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 diverse cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience using 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

- A minimum of a C in Year 10 English
- A 'B' in Year 10 Drama if completed;
- An ability to respond creatively and critically to professional works of drama in extended written responses;
- 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. Workload consists of 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 IA2 and external exam. This will involve purchasing tickets and arranging transport to and from Brisbane City or Redlands Performing Arts Centre in Cleveland. Approximate cost is \$50-\$100 per semester.

### 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

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

## Assessment

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

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

- **Summative assessments**

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

# English

## General senior subject

### Introduction

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

## Assessment

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

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

### • Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): 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

### Introduction

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 make moving-image media products individually and collaboratively. They 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 Media Arts 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.

### Workload

As with most creative subjects, the student's outside class-time workload will increase as major works are produced. Media production is a very time-consuming process and continuous planning is needed. Students who miss timetabled classes due to TAFE, SATs, excursions, etc must 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.
- 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><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How are tools and associated processes used to create meaning?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How are institutional practices influenced by social, political, and economic factors?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do signs and symbols, codes and conventions create meaning?</p>	<p><b>Story forms</b></p> <ul style="list-style-type: none"> <li>• Concept: representations</li> </ul> <p>How do representations function in story forms?</p> <ul style="list-style-type: none"> <li>• Concept: audiences</li> </ul> <p>How does the relationship between story forms and meaning change in different contexts?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How are media languages used to construct stories?</p>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How do technologies enable or constrain participation?</p> <ul style="list-style-type: none"> <li>• Concept: audiences</li> </ul> <p>How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How is participation in institutional practices influenced by social, political, and economic factors?</p>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies</li> </ul> <p>How do media artists experiment with technological practices?</p> <ul style="list-style-type: none"> <li>• Concept: representations</li> </ul> <p>How do media artists portray people, places, events, ideas, and emotions?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do media artists use signs, symbols, codes, and conventions in experimental ways to create meaning?</p>

## 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			

# Food & Nutrition

## General senior subject

### Introduction

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

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

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

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

### Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

### Objectives

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

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

### Prerequisites

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



## Workload

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

## Structure

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

## Assessment

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

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

### • Summative assessments

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

# Literature

## General senior subject

analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

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

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

### Pathways

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

### Objectives

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

### Prerequisites

Students selecting Literature should have achieved a “B” or better in Year 10 English.

### 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
<p><b>Introduction to literary studies</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Texts and culture</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative text</li> </ul>	<p><b>Literature and identity</b></p> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<p><b>Independent explorations</b></p> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment

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

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

- **Summative assessments**

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

# General Mathematics

## General senior subject

### Introduction

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

## Assessment

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

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

- **Summative assessments**

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

# Mathematical Methods

## General senior subject

### Introduction

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

## Assessment

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

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

- Summative assessments**

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

# Modern History

## General senior subject

### Introduction

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

### Introduction

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, performance and writing extended critical responses.

### Workload

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

## Special Requirements

It is expected that students taking this course have an instrument at home with which to practice; the college does 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><b>Designs</b> Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</li> </ul>	<p><b>Identities</b> Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>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?</li> </ul>	<p><b>Innovations</b> Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</li> </ul>	<p><b>Narratives</b> Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How do musicians manipulate music elements to communicate narrative when performing, composing, and responding to music?</li> </ul>

## Assessment

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

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

### • Summative assessments

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

## Music Extension (Year 12 Only)

### General senior subject

### Introduction

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 refine their skills in analysing and evaluating music in extended written responses.

### Workload

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

### Special Requirements

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

Students are expected to attend professional performances costing approximately \$80 per year.

It is highly recommended the student joins the College Student Resource Scheme and have access to a device and the internet at home.

## Structure

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

## Assessment

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

### Summative assessments

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

### Introduction

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
<b>Thermal, nuclear and electrical physics</b> Heating processes Ionising radiation and nuclear reactions Electrical circuits	<b>Linear motion and waves</b> Linear motion and force Waves	<b>Gravity and electromagnetism</b> Gravity and motion Electromagnetism	<b>Revolutions in modern physics</b> 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

### Introduction

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 sports 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 highly recommended that students join the College Student Resource Scheme in order to access texts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Motor learning, functional anatomy, biomechanics and physical activity</b></p> <p>Motor learning integrated with a selected physical activity</p> <p>Functional anatomy and biomechanics integrated with a selected physical activity</p>	<p><b>Sport psychology, equity and physical activity</b></p> <p>Sport psychology integrated with a selected physical activity</p> <p>Equity — barriers and enablers</p>	<p><b>Tactical awareness, ethics and integrity and physical activity</b></p> <p>Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</p> <p>Ethics and integrity</p>	<p><b>Energy, fitness and training and physical activity</b></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%

# Psychology

## General senior subject

### Introduction

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

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

Students need to have received a minimum of a B standard in Year 10 Science and Year 10 English.

## Workload

Students should expect the theoretical component of the course to be demanding. It is heavily embedded in the Science curriculum and therefore involves data and experiments.

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

## Special Requirements

- Students must have a College sports 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 highly recommended that students join the College Student Resource Scheme in order to access texts.

## Structure

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

## Assessment

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

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

### • Summative assessments

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

# Visual Art

## General senior subject

### Introduction

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 and/or Guest Artist workshops 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.
- It is highly recommended you join the College Student Resource Scheme for this subject.

## Structure

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

## Assessment

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

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

- **Summative assessments**

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

# Applied and Applied (Essential) Subjects

## Structure

The syllabus structure consists of a course structure and assessment.

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

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

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

## Applied and Applied (Essential) syllabuses course structure

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

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

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

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

## Curriculum

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

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

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

## Assessment

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

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

Schools have autonomy to decide:

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

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

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

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

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

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

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

# Essential English

## Applied senior subject

### Introduction

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

## Assessment

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

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

### • Summative assessments

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

# Essential Mathematics

## Applied senior subject

### Introduction

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

## Assessment

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

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

- Summative assessments**

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

# Business Studies

## Applied senior subject (2024 syllabus)

### Introduction

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

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

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

### Pathways

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

### Objectives

- Explain business concepts, processes and practices.
- Examine business information.
- Apply business knowledge.
- Communicate responses.
- Evaluate projects.

### Prerequisites

Students will benefit from obtaining 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 access to the 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

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

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

## Assessment

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

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

# Dance in Practice

## Applied senior subject (2024 syllabus)

### Introduction

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school, and the community. Students also respond 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 dance practices safely to communicate dance ideas for purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

### 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

- Use dance practices.
- Plan dance works.
- Communicate ideas.
- Evaluate dance works.

### Prerequisites

- 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 \$50-\$100 per semester. This is not included in the subject resource scheme.
- 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.
- Students are required to wear dance clothing and bring a water bottle to practical lessons.

## Structure

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

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

## Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	<b>Choreography of dance</b> Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit.	<b>Choreography of dance/dance work</b> Choreography (live or recorded): up to 4 minutes  <b>Planning and evaluation of choreography</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Performance	Students perform a dance work/s or video to showcase skills connected to the choreographic project.	<b>Performance of dance, dance work/s</b> Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	<b>Performance of dance</b> Performance (live or recorded): up to 4 minutes  <b>Planning of choreography and evaluation of performance</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>

# Drama in Practice

## Applied senior subject (2024 syllabus)

### Introduction

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting, and evaluating a range of drama works or events in a variety of settings.

A key focus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

### 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

- Use drama practices.
- Plan drama works.
- Communicate ideas.
- Evaluate drama works.

### Prerequisites

- Students may be expected to perform in a live production.
- Students will require appropriate rehearsal wear for classes and performances.
- Costs will occur for performance excursions.
- Having gained a C in Year 10 Drama if completed.
- An ability to, and interest in, working effectively in groups.
- An ability to work towards scheduled production events. These may be out of school hours.

### Workload

- Students must engage in both practical and theory work and assessments.
- 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. Students who participate in off-campus learning will need to plan to catch up on learning and assessment.
- 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.



## Special Requirements

- Viewing live theatre is integral to learning in Drama in Practice. Students will be encouraged to view professional theatre productions. This may involve purchasing tickets and arranging transport to and from the venue. Approximate cost \$50-\$100 per semester. This is not included in the subject resource scheme.
- 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.
- Students are required to wear rehearsal clothing and bring a water bottle to all lessons.

## Structure

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

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

## Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	<p><b>Devised scene</b> Up to 4 minutes (rehearsed)</p> <p><b>Planning and evaluation of devised scene</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	<p><b>Director's brief</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p><b>Planning and evaluation of the director's brief</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	<p><b>Performance</b> Performance (live or recorded): up to 4 minutes</p>

# Hospitality Practices

## Applied senior subject (2024 syllabus)

### Introduction

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

Nil.

### 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

Nil.

## Structure

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

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

## Assessment

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

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

# Industrial Technology Skills

## Applied senior subject (2024 syllabus)

### Introduction

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

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

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

## Workload

Class 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

Nil.

## Structure

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

### Building & Construction Skills:

Building & Construction Skills contains six QCAA-developed units as options for schools to select from to develop their course of study.

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

### Engineering Skills:

Engineering Skills contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Fitting and machining
Unit option B	Welding and fabrication
Unit option C	Sheet metal working
Unit option D	Production in the structural engineering industry
Unit option E	Production in the transport engineering industry
Unit option F	Production in the manufacturing engineering industry

**Furnishing Skills:**

Furnishing Skills contains six QCAA-developed units as options for schools to select from to develop their course of study.

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

**Industrial Graphics Skills:**

Industrial Graphics Skills contains six QCAA-developed units as options for schools to select from to develop their course of study.

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

## Assessment

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

### Building and Construction Skills:

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

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

### Engineering Skills:

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

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

**Furnishing Skills:**

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

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

**Industrial Graphics Skills:**

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

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



# Media Arts in Practice

## Applied senior subject (2024 syllabus)

### Introduction

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

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

### Pathways

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

### Objectives

- Use media arts practices.
- Plan media artworks.
- Communicate ideas.
- Evaluate media artworks.

### Prerequisites

- Highly recommend students have gained a C in Year 10 Media Arts if completed.
- An ability to, and interest in, working effectively in groups.
- An ability to work towards scheduled production events.

### 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.
- Students will be expected to produce assessment tasks in their own time. This might include attending College events outside school hours as part of the Media Team.
- Students must engage in both practical and theory work and assessments.

### 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 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.

## Structure

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

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

## Assessment

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

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

# Music in Practice

## Applied senior subject (2024 syllabus)

### Introduction

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

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

### Pathways

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

- Use music practices.
- Plan music works.
- Communicate ideas.
- Evaluate music works.

### Prerequisites

- Having gained a C in Year 10 Music if completed.
- An ability to, and interest in, working effectively in groups.
- An ability to work towards scheduled production events.
- Be open to and actively engage in learning a variety of musical instruments, sound system construction, stage management, as well as sound and visual media recording platforms.

### Workload

- Class work consisting of 210 minutes per week (3 x 70 minute lessons), plus 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 functions and/or rehearsals at the College prior to assessment productions.
- Students may be asked to perform in a live event, eg a *Mozart to Metallica* or *Arts Night* Concert.

### Special Requirements

- Students will require appropriate performance wear for assessment performances.
- Costs will occur for performance excursions and some costuming.
- 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.
- It is highly recommended you join the College Student Resource Scheme for this subject.

## Structure

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

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

## Assessment

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

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

# Social & Community Studies

## Applied senior subject (2024 syllabus)

### Introduction

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

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

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

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

### Pathways

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

### Objectives

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

### Prerequisites

Nil.

### Workload

- Class work consisting of 210 minutes per week (3 x 70 minute lessons), plus additional study time at home.

### Special Requirements

Nil.

## Structure

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

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

## Assessment

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

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

# Visual Arts in Practice

## Applied senior subject (2024 syllabus)

### Introduction

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

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

### Pathways

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

- Use visual arts practices.
- Plan artworks.
- Communicate ideas.
- Evaluate artworks.

### Prerequisites

There are no prerequisites, although having a C in Year 10 Visual Arts 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, SATs, 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 optional arts excursions are \$30-\$50 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, documenting their artistic practice and in the creation of their visual artworks.
- It is highly recommended you join the College Student Resource Scheme for this subject.

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Experimental folio</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p><b>Prototype artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul> <p>OR</p> <p><b>Design proposal</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>OR</p> <p><b>Folio of stylistic experiments</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p><b>Planning and evaluations</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p><b>Resolved artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul>



## Vocational Education and Training (VET) Courses

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.

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

For VET certificate courses competencies successfully achieved are recorded on the 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 2024 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 have Principal approval to enrol in these courses when available.

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.

## HLT23221 Certificate II in Health Support Services

RTO: Blue Stone Medical (RTO Code: 32117)

### Overview

The Certificate II in Health Support Services is to be delivered at our school. This course – offered as a senior subject – is being delivered by 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)

BSBPEF202- Plan and apply time management

HLTINF006- Apply basic principles and practices of infection prevention and control

HLTFSE004- Serve cafeteria customers

CHCCOM005- Communicate and work in health or community services

HLTHSS009- Perform general cleaning tasks in a clinical setting

HLTWHS001- Participate in workplace health and safety

BSBMED301- Interpret and apply medical terminology appropriately

CHCCCS020- Respond effectively to behaviours of concern

CHCDIV001- Work with diverse people

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.

# SIS30321 Certificate III in Fitness + SIS20115 Certificate II in Sport and Recreation

RTO: Binnacle Training (RTO Code: 31319)

This is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle’s PDS, please visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto)

## Overview

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

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

Students facilitate programs within their school community including:

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

## What do students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20115 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency – HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (non-accredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student’s Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport – These qualifications offered by another RTO.

## Skills Acquired

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

## Course Units

Unit Code	Unit Title
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXCAI002	Assist with activity session
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXCCS001	Provide quality service
BSBSUS211	Participate in sustainable work practices

BSBWOR202	Organise and complete daily work activities
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
ICTICT203	Operate application software packages
BSBSUS201	Participate in environmentally sustainable work practices
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise

## Prerequisites

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

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

## Cost

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

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

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

<https://www.binnacletraining.com.au/wp-content/uploads/2023/05/2024-SIS30321-Certificate-III-in-Fitness-SIS20115-Certificate-II-in-Sport-and-Recreation-Course-Snapshot-Digital.pdf>

# BSB30120 Certificate III in Business

RTO: Binnacle Training (RTO Code: 31319)

*This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle’s PDS, please visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto)*

## Overview

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

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

### This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

## What do students achieve?

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

## Skills Acquired

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

## Course Units

Unit Code	Unit Title
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF301	Organise personal work priorities
FNSFLT311	Develop and apply knowledge of personal finances
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable workplace practices
BSBXCM301	Engage in workplace communication
BSBTWK301	Use inclusive work practices
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents

BSBTEC303	Create electronic presentations
BSBOPS304	Deliver and monitor a service to customers

## Prerequisites

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

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

## Cost

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

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

<https://www.binnacletraining.com.au/wp-content/uploads/2023/05/2024-BSB30120-Certificate-III-in-Business-Course-Snapshot-Digital.pdf>

## AVI30419 Certificate III in Aviation (Remote Pilot)

RTO: Skills Generation (RTO Code: 41008)

### Overview

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

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

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

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

### CASA RePL and AROC

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

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

### VETiS Eligibility Requirements

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

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

### Assessment Types

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

### Boost your QCE Credits

Upon successful completion of Certificate III in Aviation (Remote Pilot), students may be eligible for up to 6 QCE credits and will achieve an automatic QTAC Tertiary Admission Selection Rank of 68. Please check with QCAA for eligibility for maximum QCE credits for individual students. Tertiary Admission Ranks are adjusted regularly, for more information refer to the Queensland Tertiary Admission Centre (QTAC).

## Course Units

Unit Code	Unit Title
AVIF0021	Manage human factors in remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIE0005	Complete a Notice to Airmen (NOTAM)
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIW0028	Operate and manage remote pilot aircraft systems
AVIH0006	Navigate remote pilot aircraft systems
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0007	Operate remote pilot aircraft systems under night visual line of sight
AVIH0008	Operate remote pilot aircraft systems in extended visual line of sight (EVL0S)
AVIE0003	Operate aeronautical radio

## Prerequisites

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

## Cost

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

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

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

### CASA RePL and AROC

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

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

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



## Vocational Partnerships

Certificate courses are also offered in partnership with TAFE Queensland through the [TAFE at School Program](#).

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

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

### *Enrolment in TAFE AT SCHOOL PROGRAM:*

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: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia/about>