

# TULLAWONG STATE HIGH SCHOOL



**Registered Training Organisation Provider  
Number 30447**

## 2025 SENIOR SUBJECT GUIDE

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# Welcome

The Tullawong State High School Senior Subject Guide is an important resource to assist young people to prepare for transition to work, further training or higher education.

The scope of the senior curriculum offerings, provides an extensive range of learning to meet the many pathways students choose. All learning at Tullawong State High School is equally valued by our school community.

The 'Education and Training Reforms for the Future' have helped to keep in focus the changed needs of our labour market – young people with good communication and thinking skills, initiative and motivation and a high level of numeracy and literacy proficiency. Young people need to exit school with personal maturity and a willingness to continue learning.

Students complete an individual Senior Education Training Plan (SETP) in Year 10 and this places them well to choose subjects that will articulate their senior school studies into their chosen career pathways. This process assists students to achieve a Queensland Certificate of Education and Australian Tertiary Admission Rank(ATAR).

We encourage you and your parents/caregivers to examine the information presented in this handbook, seek assistance if necessary and consider wisely your choices.

The comprehensive network of staff at Tullawong State High School will be there to support students over the senior years. We wish you every success in your endeavours in your senior education.

# 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 [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Senior Subjects

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

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

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

## Applied and Applied (Essential) Syllabuses

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

## General syllabuses

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

## General (Extension) syllabuses

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

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

## General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

## Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. 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 [www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework](http://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework).

## Underpinning factors

All senior syllabuses are underpinned by:

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

## **Applied and Applied (Essential) syllabuses**

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

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

## **General syllabuses and Short Course syllabuses**

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

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

## **Vocational Education and Training (VET)**

Students can access VET programs through the school if it:

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

## **Australian Tertiary Admission Rank (ATAR) eligibility**

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

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

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

## **English requirement**

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

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

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

# Applied and Applied (Essential) Syllabuses

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.

## 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.

More information about assessment in Applied senior syllabuses is available in [Section 7.3.1](#) of the *QCE and QCIA policy and procedures handbook*.

## 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

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## 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.

# General Syllabuses

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

### Instrument-specific marking guides

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

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

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

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

## External assessment

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

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

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

# General (Extension) Syllabuses

## Course overview

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

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

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

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

**Note:** In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

## Assessment

### 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 (Extension) subject.

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

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

# Short Course syllabuses

## Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

At Tullawong State High School, Short Courses are available in:

- Literacy
- Numeracy.

## Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

## Tullawong SHS Senior Subjects

<div>ENGLISH</div> <div><div>General</div><div>English</div><div>Applied</div><div>Essential English</div></div>	<div>HEALTH AND PHYSICAL EDUCATION</div> <div><div>General</div><div>Physical Education</div><div>VET</div><div>Certificate II in Sport &amp; Recreation</div><div>Certificate III in Fitness</div><div>Certificate III in Health Services Assistance including</div><div>Certificate II in Health Support Services</div></div>	<div>HUMANITIES AND SOCIAL SCIENCES</div> <div><div>General</div><div>Ancient History</div><div>Business</div><div>Geography</div><div>Legal Studies</div><div>Modern History</div><div>Applied</div><div>Social &amp; Community Studies</div><div>VET</div><div>Certificate II in Retail Services</div><div>Certificate III in Business</div><div>Certificate IV in Crime and Justice Studies</div></div>
<div>MATHEMATICS</div> <div><div>General</div><div>General Mathematics</div><div>Mathematical Methods</div><div>Specialist Mathematics</div><div>Applied</div><div>Essential Mathematics</div></div>	<div>SCIENCES</div> <div><div>General</div><div>Biology</div><div>Chemistry</div><div>Physics</div><div>Psychology</div><div>VET</div><div>Certificate II in Horticulture</div><div>Certificate III in Laboratory Skills</div></div>	<div>TECHNOLOGIES</div> <div><div>Applied</div><div>Building &amp; Construction Skills</div><div>Engineering Skills</div><div>Fashion</div><div>Furnishing Skills</div><div>VET</div><div>Certificate III in Early Childhood Education and Care</div><div>Certificate II in Hospitality</div><div>Certificate III in Information Technology</div></div>
<div>THE ARTS</div> <div><div>Applied</div><div>Dance in Practice</div><div>Drama in Practice</div><div>Media Arts in Practice</div><div>VET</div><div>Certificate II in Music</div><div>Certificate III in Dance</div><div>Certificate III in Visual Arts</div></div>		<div>MANDATORY SUBJECT</div> <div><div>VET</div><div>Certificate II in Skills for Work and Vocational Pathways</div></div>

## Subject Fee Schedule for Years 11 and 12

Year	Subject/Certificate	VETiS Available	Cost using VETiS	Cost without VETiS	Duration
11-12	Certificate III in Business (CBU) *	No		\$0 *	2 years
11-12	Certificate IV in Justice Studies (CJS)	No		\$750	2 years
11-12	Certificate III in Information Technology (VIT) *	No		\$0 *	2 years
11-12	Certificate II in Retail Services (QIR) *	N/A		\$0 *	2 years
11-12	Certificate II in Hospitality (VHS)	Yes	\$0	\$1,260	18 months
11-12	Certificate III in Early Childhood Education & Care (CEC)	No		\$250	2 years
11-12	Certificate II in Sport and Recreation (CSR) ^	N/A		\$0	2 years
11-12	Certificate III in Fitness (FIT) ^	No		Approx. \$520	2 years
11-12	Certificate II in Horticulture (CHO)	N/A		\$0	2 years
11-12	Certificate III in Laboratory Skills (CLA) *	No		\$0 *	2 years
11-12	Certificate III in Visual Art (CVA) */**	No		Approx. \$30 */**	2 years
11-12	Certificate II in Music (CMU) *	N/A		\$0 *	2 years
11-12	Certificate III in Dance (CDA) ***	No		\$0 ***	2 years
11-12	Certificate III in Health Services Assistance (including Certificate II in Health Support Services)	Please see details below for clarification on the pricing			
11-12	Dance in Practice (DIP) */**	N/A		\$0 */**	2 years
11-12	Drama in Practice (DRP) */**	N/A		\$0 */**	2 years
11-12	Media Arts in Practice (MAP) */**	N/A		\$0 */**	2 years
11-12	Fashion (FAZ)	N/A		\$0 **	2 years

\* Excursion fees will apply throughout the course.

\*\* Resources are required to be purchased by students throughout the course.

\*\*\* Additional fees of approximately \$250 will be incurred if students participate in the Dance Performance Competition Team

^ There is an additional cost of \$55.00 for the First Aid component of this course

### Pricing Details – Certificate III in Health Services Assistance (including Certificate II in Health Support Services).

Certificate II in Health Support Services – Year 11	VETiS funded students	Non-VETiS funded students (pay in full)
<b>Course Fee</b> (VETiS can be used once for a Certificate II while at school)	\$0	\$499
<b>Trainer Professional Development Program and School Support Fee \$1650</b> (Paid once in Year 11 and covers the 2 years)	Students pay a portion of this and is dependent on the number of students enrolled. Approx. \$100	Students pay a portion of this and is dependent on the number of students enrolled. Approx. \$100
<b>Total</b>	Program fee portion only (approx. \$100)	\$499 + Program fee portion (approx. \$100)

Certificate III in Health Services Assistance – Year 12	All students
<b>Course Fee</b> (no VETiS funding available)	\$499
<b>Trainer Professional Development Program and School Support Fee</b> (not applicable)	\$0

<b>Total</b>	\$499
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## Duplication of learning

VET has an important role in many senior secondary student pathway options. The QCAA recognises completion and partial completion of VET qualifications and assigns credit to the QCE appropriate to the amount of learning completed by a student.

To ensure breadth of learning within a QCE, credit will accrue for new learning only. The QCAA has identified a number of instances where available learning options include a duplication of learning. These are outlined below.

There are many combinations of learning options available in the set pattern requirement of the QCE; only courses listed by the QCAA as duplication of learning are outlined in this handbook. If a course is not listed, it is currently not identified as duplication of another learning option, eg General subjects or Certificate III qualifications.

### Applied subjects and Certificate II VET qualifications with duplication of learning

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications framework (AQF) Level 2 that have similar subject matter and learning goals to be duplication of learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA. Relevant Applied subjects and related qualifications are identified in the table 'Applied subjects and Certificate II Vet qualifications with duplication of learning'. Students may enrol in a combination of these courses; however, where duplication has been identified, QCE credit will only accrue for one course, ie a maximum of four QCE credits. At the time of enrolment, the list of courses in the table applies. This list of subjects and qualifications is reviewed and updated annually. If a qualification on this list is superseded, the new qualification will also be considered 'duplication of learning' unless otherwise advised.

All completed and partially completed VET qualifications and Applied subjects are recorded on the Senior Statement and/or Statement of Results.

**Table: Applied subjects and Certificate II VET qualifications with duplication of learning**

Learning area	Applied subject	VET qualification	Maximum QCE credit
English	Essential English	No duplication	4
Health and Physical Education	Early Childhood Studies	No duplication	4

Learning area	Applied subject	VET qualification	Maximum QCE credit
	Sport & Recreation	SIS20115 Certificate II in Sport and Recreation SIS20122 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Business Studies	BSB20120 Certificate II in Workplace Skills	4
	Religion & Ethics	No duplication	4
	Social & Community Studies	No duplication	4
	Tourism	SIT20116 Certificate II in Tourism SIT20122 Certificate II in Tourism	4
Mathematics	Essential Mathematics	No duplication	4
Sciences	Agricultural Practices	AHC20116 Certificate II in Agriculture AHC21216 Certificate II in Rural Operations AHC20122 Certificate II in Agriculture	4
	Aquatic Practices	No duplication	4
	Science in Practice	No duplication	4
Technologies	Building & Construction Skills	CPC20220 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20422 Certificate II in Engineering Pathways	4
	Fashion	MST20722 Certificate II in Apparel, Fashion and Textiles	4
	Furnishing Skills	MSF20522 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20316 Certificate II in Hospitality SIT20322 Certificate II in Hospitality	4
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information & Communication Technology	ICT20120 Certificate II in Applied Digital Technologies	4
The Arts	Arts in Practice	No duplication	4
	Dance in Practice	CUA20120 Certificate II in Dance	4
	Drama in Practice	No duplication	4

Learning area	Applied subject	VET qualification	Maximum QCE credit
	Media Arts in Practice	No duplication	4
	Music in Practice	CUA20620 Certificate II in Music	4
	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4
<b>Note:</b> If a qualification on this list is superseded, the new qualification will be considered 'duplication of learning' unless otherwise advised.			



## Subject Prerequisites

Prerequisites for General Subjects		
Subject	Prerequisite	Skills recommended for success
General English	B grade English	Ability to work independently High level communication skills
General Mathematics	C	Motivated to learn and succeed.
Mathematics Methods	B	Motivated to learn and succeed.
Specialist Mathematics	B	Motivated to learn and succeed.
Ancient History	B or higher in Year 10 History/Geography	Independent learning as class will generally be composite
Business	B or higher in Year 10 ECB/English/History	Independent learning as class will generally be composite
Geography	B or higher in Junior Geography or B or higher in Year 10 History	Independent learning as class will generally be composite
Legal Studies	C or higher for Year 10 Civics/English	Independent learning
Modern History	B or higher for Year 10 History/Geography	Independent learning as class will generally be composite
Physical Education	English - B or better HPE - B or better	Strong research and written communication skills, competent data analysis, good time and self-management, strong physical ability and basic coordination, confident in use of technology (video editing), high attendance
Biology	B or higher in Year 10 Science	Research, data analysis, strong written communication, time and self-management, study skills.
Chemistry	B or higher in Year 10 Science	Research, data analysis, strong written communication, time and self-management, study skills. Independent learning as class will generally be composite
Physics	B or higher in Year 10 Science	Research, data analysis, strong written communication, time and self-management, study skills. Independent learning as class will generally be composite
Psychology	B or higher in Year 10 Science	Research, data analysis, strong written communication, time and self-management, study skills.

\* If minimum class numbers are not reached for General subjects they might be offered through Distance Education.

Prerequisites for Applied Subjects		
Subject	Prerequisite	Level recommended for success
Essential English	No prerequisite academic results required.	Passing grade for English in year 10. Motivated to learn and succeed.
Essential Mathematics		Passing grade for Mathematics in year 10 Motivated to learn and succeed.
Social and Community Studies		Motivated to learn and succeed.
Building and Construction		Motivated to learn and succeed.
Engineering Skills		Motivated to learn and succeed.
Furnishing Skills		Motivated to learn and succeed.
Fashion		Motivated to learn and succeed.
Dance in Practice		Studied dance or dance extension in any years from 7-10. A genuine interest in Dance. A willingness to perform in front of others. Motivated to learn and succeed.
Drama in Practice		Studied drama in any years from 7-10. A genuine interest in Drama. A willingness to perform in front of others. Motivated to learn and succeed.
Media in Practice		Studied media in any years from 7-10. A genuine interest in Media. A willingness/ability to film in external locations where required. Motivated to learn and succeed.
Business Studies		Motivated to learn and succeed.
Tourism		Motivated to learn and succeed.

Prerequisites for Certificate Courses		
Subject	Year 10 Prerequisite if required	Skills recommended for success
Certificate 2 in Skills for Work and Vocational Training	Compulsory – completed Period 4 Thursday (XSW lesson). All students are expected to successfully complete this certificate by the end of Year 11.	
Certificate 3 in Business	C in English	Independent learning. Motivated to learn and succeed.
Certificate 3 in Information Technology	No prerequisite academic results required.	Interest in working within the IT sector. Motivated to learn and succeed.
Certificate 2 in Retail Services	No prerequisite academic results required.	Motivated to learn and succeed.
Certificate 2 in Sport and Recreation	No prerequisite academic results required.	Organised Hardworking Motivated to learn and succeed.
Certificate 3 in Laboratory Skills	No prerequisite academic results required.	Practical scientific skills, numeracy, data analysis, self-management – helpful to have passed science and Mathematics. Motivated to learn and succeed.
Certificate 2 in Horticulture	No prerequisite academic results required.	Practical scientific skills, self-management, planning and organising, teamwork. Motivated to learn and succeed.
Certificate 3 in Visual Arts	No prerequisite academic results required.	Studied visual art in any years 7-10. A genuine interest in Visual Art. Motivated to learn and succeed.
Certificate 2 in Music	No prerequisite academic results required.	Studied music in any year 7-10. A genuine interest in music. A willingness to perform in front of others. Motivated to learn and succeed.
Certificate 3 in Dance	No prerequisite academic results required.	A successful dance extension audition. Motivated to learn and succeed.

Prerequisites for External Certificates		
Subject	Year 10 Prerequisite	Skills recommended for success
Certificate 3 in Fitness	HPE – C or better	Motivated Organised Hardworking Motivated to learn and succeed.
Certificate 3 in Early Childhood Education and Care	ENG – C or greater	Able to work independently and as part of a team Ability to complete 160 hours placement Strong communication skills Organised Diligent Motivated to learn and succeed.
Certificate 2 in Health Support Services	No prerequisite academic results required.	Motivated Organised Hardworking Motivated to learn and succeed.
Certificate 4 Justice Studies	C in English	Independent learning Motivated to learn and succeed.
Certificate 2 in Hospitality	No prerequisite academic results required.	A strong interest in food preparation Expectation to undertake industry placement. Motivated to learn and succeed.

# ENGLISH

## English

### General senior subject

## General

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

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

Year 10 English – B or better.

### Recommendations for Success

Year 10 English – B or better.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

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

## 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): Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response — persuasive spoken response	25%	Summative external assessment (EA): Examination — analytical written response	25%

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 every day, 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.

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### 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

### Recommendations for Success

Work consistently in every lesson.

Ability to work independently on assignments.

Ask questions if you are having difficulty understanding the topic.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

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

## Assessment

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

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

### Summative assessments

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

# HEALTH & PHYSICAL EDUCATION

## Physical Education General senior subject

General

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. It 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 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.

Physical Education Alternative Sequence is a course of study consisting of four units. Each pair of units is written as summative learning. The subject matter and assessment described in the units is undertaken by students either as formative or summative studies. In the final two units they study, students will undertake summative assessment. The Alternative Sequence (AS) has the same syllabus objectives, underpinning factors, and pedagogical and conceptual frameworks as the Physical Education senior syllabus. The Alternative Sequence has the same subject matter as the Physical Education senior syllabus to ensure comparable complexity and challenge in learning and assessment, but the subject matter is organised differently.

### 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

Year 10 HPE – B or better

### Recommendations for Success

Year 10 English – B or better

### Additional Costs

Excursion fees may apply throughout the course.



## Structure

Unit	Unit Outline	Assessment Summary
<b>1</b>	<b>Sport psychology, equity and physical activity</b>  Sport psychology integrated with a selected physical activity  Equity – barriers and enablers	Summative Internal Assessment 1 (IA1) Project – folio (25%)  Summative Internal Assessment 2 (IA2) Investigation – report (20%)
<b>2</b>	<b>Motor learning, functional anatomy, biomechanics and physical activity</b>  Functional anatomy and biomechanics integrated with a physical activity  Motor learning integrated with a selected physical activity	Summative Internal Assessment 3 (IA3) Project – folio (30%)  Summative External Assessment (EA) Examination – combination response (25%)
<b>3</b>	<b>Tactical awareness, ethics and integrity and physical activity</b>  Tactical awareness integrated with one selected 'Invasion' or 'Net and Court' physical activity  Ethics and integrity	Summative Internal Assessment 1 (IA1) Project – folio (25%)  Summative Internal Assessment 2 (IA2) Investigation – report (20%)
<b>4</b>	<b>Energy, fitness and training and physical activity</b>  Energy, fitness and training integrated with one selected 'Invasion', 'Net and Court' or 'Performance' physical activity	Summative Internal Assessment 3 (IA3) Project – folio (30%)  Summative External Assessment (EA) Examination – combination response (25%)

## Assessment

In year 12, students complete 4 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).

## Additional Information

This subject contains activities that have been assessed as high risk.

# Certificate II in Sport and Recreation - SIS20122 (XSR)

## Vocational Education Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

This course is designed for students to gain skills necessary for working in the Sport and Recreation industry. It is a practical course where students are required to demonstrate their skills and abilities within sporting contexts to achieve a selection of competencies relevant to the Sport and Recreation Industry.

### PATHWAYS

Potential career pathways include:

Sports coach/trainer/administrator, recreation industry, sports journalist, physical fitness instructor, community activities assistant, recreation assistant, recreation facility assistant

### PREREQUISITES

Nil

### ENTRY REQUIREMENTS

A strong interest in sport, recreation and working in groups.

### UNITS OF COMPETENCY

Code	Title
HLTWHS001	Participate in workplace health & safety
SISOFLD001	Assist in conducting recreation sessions
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain activity equipment
SISXIND011	Maintain sport, fitness and recreation industry knowledge
HLTAID011	Provide first aid
SISXLPD001	Provide hire for activities
SISXPLD004	Facilitate groups
BSBPEF201	Support personal wellbeing in the workplace

## ASSESSMENT

Program delivery combines both class-based tasks and practical components in sporting contexts. This involves participating in practical sessions, in the gym and in the classroom.

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

- Practical tasks
- Group work
- Written work

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

## ADDITIONAL COSTS

There is an additional cost of \$55.00 for the First Aid component of this course.

## ADDITIONAL INFORMATION

This program also includes the following:

Students will be required to hold a current Blue Card – Working with Children

This subject contains activities that have been assessed as high risk

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change

**2025 EDITION**

# SIS30321 CERTIFICATE III IN FITNESS

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

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

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

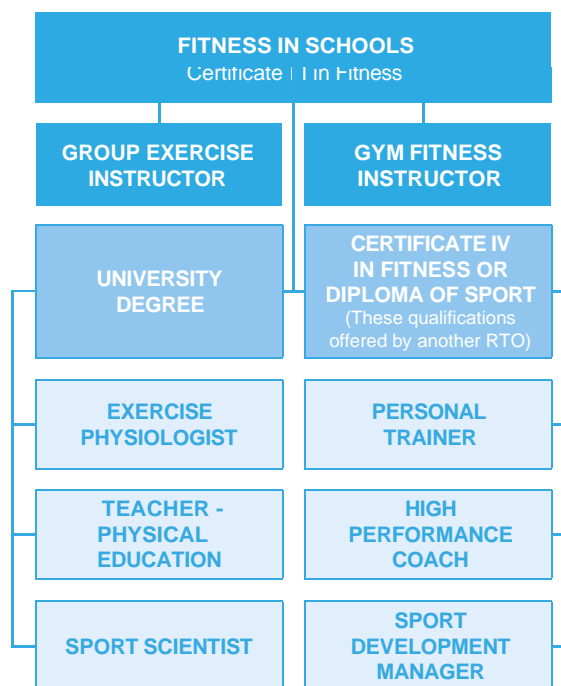
Students facilitate programs within their school community including:

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

## WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › 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.
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## CAREER PATHWAYS



## 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

**FLEXIBLE PROGRAMS****PRACTICAL-BASED LEARNING****RESOURCES PROVIDED**

**Binnacle**  
Training  
RTO CODE 31319



1300 303 715  
[admin@binnacletraining.com.au](mailto:admin@binnacletraining.com.au)  
[binnacletraining.com.au](http://binnacletraining.com.au)



# SIS30321

## CERTIFICATE III

### IN FITNESS

Registered Training Organisation:  
**Binnacle Training (RTO 31319)**

#### Delivery Format:

2-Year Format

#### Timetable Requirements:

1-Timetabled Line

#### Units of Competency:

15 Units

#### Suitable Year Level(s):

Year 11 and 12

#### Study Mode:

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

#### Cost (Fee-For-Service):

**\$365.00** per person (+ First Aid \$55.00)

#### QCE Outcome:

Maximum 8 QCE Credits

A Language, Literacy and 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 and to identify support measures as required.

TERM 1	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Introduction to the Sport, Fitness and Recreation (SFR) Industry</li> <li>› Introduction to Coaching Programs</li> </ul>
	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions</li> <li>› SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions</li> </ul>
TERM 2	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Introduction to Community Programs</li> <li>› Introduction to Conditioning Programs</li> </ul>
	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Community SFR Program: Assist with Delivering Community SFR Sessions</li> <li>› Conditioning Program: Participate in Conditioning Sessions</li> </ul>
TERM 3	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Working in the SFR Industry</li> <li>› Providing Quality Service in the SFR Industry</li> </ul>
	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Group Conditioning Program: Plan and Deliver Group Conditioning Sessions</li> <li>› One-on-one Cardio Program: Plan and Deliver a Cardio Program</li> </ul>
TERM 4	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Anatomy and Physiology - The Musculoskeletal System</li> <li>› First Aid Course: HLTAID011 Provide First Aid</li> </ul>
	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Recreational Group Exercise Program</li> </ul>
TERM 5	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Anatomy and Physiology</li> <li>› Health and Nutrition Consultations</li> </ul>
	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› One-on-One Gym Program: Adolescent Client</li> <li>› Conduct Consultations with a Client (Peer)</li> <li>› Plan and Conduct Sessions (Scenario Clients)</li> </ul>
TERM 6	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Screening and Health Assessments</li> <li>› Specific Population Clients</li> <li>› Older Clients</li> </ul>
	<b>PROGRAMS</b>
	<ul style="list-style-type: none"> <li>› Fitness Orientation Program: Client Orientation</li> <li>› Gentle Exercise Program: Participate in Gentle Exercise Sessions</li> <li>› Mobility Program: Plan and Instruct Mobility Sessions</li> </ul>
TERM 7	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>› Older Clients</li> <li>› Specific Populations</li> </ul>
	<b>PROGRAMS</b>
	Group Exercise and Gym-based One-on-One Sessions: <ul style="list-style-type: none"> <li>› Female and Male Adults aged 18+; and</li> <li>› Older adults aged 55+</li> </ul>

#### UNITS OF COMPETENCY

HLTAID011	Provide First Aid	SISFFIT035	Plan group exercise sessions
HLTWHS001	Participate in workplace health and safety	SISFFIT036	Instruct group exercise sessions
SISXEMR001	Respond to emergency situations	SISFFIT032	Complete pre-exercise screening and service orientation
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT033	Complete client fitness assessments
SISCCS004	Provide quality service	SISFFIT052	Provide healthy eating information
BSBSUS211	Participate in sustainable work practices	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBOPS304	Deliver and monitor a service to customers	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities		

# Certificate III Health Services Assistance - HLT33115 (HSS) (including HLT23221 Certificate II in Health Support Services) Vocational Education Training



VET

## RTO: Connect 'n' Grow – Provider no. 40518

Delivered in Partnership with Connect 'n' Grow



### Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people. Refer to training.gov.au for specific information about the qualification.

### Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the schools CRICOS registration. Contact the VET Coordinator for more information

### Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face training
- Practicals and scenarios
- Online learning

### Fees

The total fee for service cost of these course [Cert II and Cert III] is \$998. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow to explore potential options

### QCE Points

Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

### Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Folios of work
- Questionnaires
- Written and practical tasks

### Work Experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow considers industry experience to be a very important inclusion of the Certificate III qualifications.

### Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- Entry level employment within the health industry.

### Course units Year 1 (Certificate II units)

Unit Code	Title
CHCCOM005	Communicate and work in health or community services *
HLTWHS001	Participate in workplace health and safety *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control *
CHCCCS010	Maintain a high standard of service *
HLTHSS011	Maintain stock inventory
BSBPEF020	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005	Engage with health professionals and the health system *

\*Units Credit transferred from Cert II into the Cert II

### Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Course units Year 2 (Certificate III units)

Unit Code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWORK301*	Organise personal work priorities and development
BSBPEF031	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	MEET COMMUNITY INFORMATION NEEDS
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change.

# HUMANITIES AND SOCIAL SCIENCES

## Ancient History

### General senior subject

General

Ancient History provides opportunities for students to study people, societies, and civilizations 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 organization, 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 analyzing 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:

1. comprehend terms, issues and concepts
2. devise historical questions and conduct research
3. analyse evidence from historical sources to show understanding
4. synthesise evidence from historical sources to form a historical argument
5. evaluate evidence from historical sources to make judgments
6. create responses that communicate meaning to suit purpose.

### Prerequisites

Year 10 History or Geography – B or better.

### Recommendations for Success

Independent learning as class will be generally composite

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit	Unit Outline	Assessment Summary
1	<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>Digging up the past archaeology and famous archaeological sites</li> <li>Beliefs and rituals and funerary practices in Ancient Egypt</li> </ul>	<b>Digging Up the Past</b> - Formative Assessment 1 Examination: Essay in response to historical sources  <b>Beliefs, rituals and funerary practices</b> - Formative Assessment 2 Investigation: Independent source investigation
2	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>Hatshepsut, the first female pharaoh of Egypt</li> <li>Alexander the Great, one of history's greatest military minds</li> <li>Boudica, the queen of the Celts</li> </ul>	<b>Akhenaten</b> - Formative Assessment 3 Investigation: Historical essay based on research  <b>Alexander the Great</b> - Formative Assessment 4 Examination: Short responses to historical sources
3	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>Fifth Century Athens (BCE) – Ancient Greece</li> <li>Early Imperial Rome</li> <li>Pompeii and Herculaneum</li> </ul>	<b>Pompeii and Herculaneum</b> - Internal Assessment 1 Examination: Essay in response to historical sources  <b>Fifth Century Athens</b> - Internal Assessment 2 Investigation: Independent source investigation
4	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>Ancient Rome — Civil War and the breakdown of the Republic</li> <li>QCAA will nominate one topic that will be the basis for an external examination</li> <li>Augustus</li> </ul>	<b>Rome – Civil War and the Breakdown of the Republic</b> - Internal Assessment 3 Investigation: Historical essay based on research  <b>Augustus</b> - External Assessment (EA)

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



# Business

## General senior subject

General

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:

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

### Prerequisites

Year 10 Business – B or better.

### Recommendations for Success

Independent learning as class will be generally composite

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit	Unit Outline	Assessment Summary
1	<b>Business Creation</b> Topic 1 - Fundamentals of business Topic 2 - Creation of business ideas	<b>Fundamentals of Business</b> - Formative Assessment 1 EXAMINATION: Combination Response  <b>Business Creation</b> - Formative Assessment 2 INVESTIGATION: Business Report
2	<b>Business Growth</b> Topic 1 - Establishment of a business Topic 2 - Entering markets	<b>Establishment of a Business</b> - Formative Assessment 3 EXTENDED RESPONSE: Feasibility Report  <b>Entering Markets</b> - Formative Assessment 4 EXAMINATION: Combination Response
3	<b>Business Diversification</b> Topic 1 - Competitive markets Topic 2 - Strategic development	<b>Competitive Markets</b> - Internal Assessment 1 EXAMINATION: Combination Response  <b>Strategic Development</b> - Internal Assessment 2 INVESTIGATION: Business Report
	<b>Business Evolution</b> Topic 1 - Repositioning a business Topic 2 - Transformation of a business	<b>Repositioning a Business</b> - Internal Assessment 3 EXTENDED RESPONSE: Feasibility Report  <b>Transformation of a Business</b> External Assessment (EA)

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

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

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

### Pathways

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

### Objectives

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

1. explain geographical processes
2. comprehend geographic patterns
3. analyse geographical data and information
4. apply geographical understanding
5. synthesise information from the analysis to propose action
6. communicate geographical understanding.

### Prerequisites

Year 10 History or Geography – B or better.

### Recommendations for Success

Independent learning as class will be generally composite

### Additional Costs

Excursion fees may apply throughout the course.

## 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).

## Structure

Unit	Unit Outline	Assessment Summary
1	<ul style="list-style-type: none"><li>Responding to risk and vulnerability in hazard zones</li><li>Natural hazard zones Ecological hazard zones</li></ul>	<b>Natural Hazards Zones</b> Formative Assessment 1 Examination: Combination Response  <b>Ecological Hazards Zones</b> Formative Assessment 2 Data Report
2	<ul style="list-style-type: none"><li>Planning sustainable places</li><li>Responding to challenges facing a place in Australia</li><li>Managing the challenges facing a megacity</li></ul>	<b>Challenges facing a place in Australia</b> Formative Assessment 3 Field Report  <b>Managing challenges facing a megacity</b> – Formative Assessment 4 Data Report
3	<ul style="list-style-type: none"><li>Responding to land cover transformations</li><li>Land cover transformations and climate change</li><li>Responding to local land cover transformations</li></ul>	<b>Land cover transformations and climate change – IA1</b> Combination Exam  <b>Responding to local land cover transformations – IA2</b> Field Report
4	<ul style="list-style-type: none"><li>Managing population change</li><li>Population challenges in Australia</li><li>Global population change</li></ul>	<b>Population challenges in Australia – IA3</b> Data Report  <b>Global population change</b> External Examination (EA)

## Summative assessments

Unit	Unit Outline	Assessment Summary
3	Examination – combination response	Summative internal assessment 1 (IA1): 25%
	Investigation – field report	Summative internal assessment 2 (IA2): 25%
4	Investigation – data report	Summative internal assessment 3 (IA3): 25%
	Examination – combination response	Summative external assessment (EA): 25%

# Legal Studies

## General senior subject

General

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

### Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all

discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

### Objectives

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

1. comprehend legal concepts, principles and processes
2. select legal information from sources
3. analyse legal issues
4. evaluate legal situations
5. create responses that communicate meaning

### Prerequisites

Year 10 English - B or better  
Year 10 Civics and Citizenship.

### Recommendations for Success

Independent Learning

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit	Unit Outline	Assessment Summary
<b>1</b>	<b>Beyond Reasonable Doubt</b> Topic 1 - Legal Foundations Topic 2 - Criminal Investigation Process Topic 3 - Criminal Trial Process Topic 4 - Punishment and Sentencing	<b>Legal Foundation &amp; Criminal Investigation Process -</b> Formative Assessment 1 EXAMINATION: Combination Response  <b>Criminal Trial Process &amp; Punishment &amp; Sentencing -</b> Formative Assessment 2 INVESTIGATION: Inquiry Report
<b>2</b>	<b>Balance of Probabilities</b> Topic 1 - Civil law foundations Topic 2 - Contractual obligations Topic 3 - Negligence and the Duty of Care	<b>Civil Law Foundations</b> <b>Contractual Obligations, Negligence and Duty of Care -</b> Formative Assessment 3 INVESTIGATION: Argumentative Essay
<b>3</b>	<b>Law, Governance and Change</b> Topic 1 - Governance in Australia Topic 2 - Law reform within a Dynamic Society	<b>Governance in Australia – IA1</b> EXAMINATION: Combination Response  <b>Law reform within a Dynamic Society – IA2</b> INVESTIGATION: Inquiry Report
<b>4</b>	<b>Human Rights in Legal Contexts</b> Topic 1 - Human rights Topic 2 - The Effectiveness of International Law Topic 3 - Human Rights in Australian Contexts	<b>Human Rights &amp; The Effectiveness of International Law - IA3</b> INVESTIGATION: Argumentative Essay  <b>Human Rights in Australian Contexts - External Assessment (EA)</b>

## Assessment

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

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

## Summative assessments

Unit	Unit Outline	Assessment Summary
3	Examination – combination response	Summative internal assessment 1 (IA1): 25%
	Investigation – inquiry report	Summative internal assessment 2 (IA2): 25%
4	Investigation – argumentative essay	Summative internal assessment 3 (IA3): 25%
	Examination – combination response	Summative external assessment (EA): 25%

# Modern History

## General senior subject

General

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

Modern History enables students to empathize 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:

1. comprehend terms, concepts and issues
2. devise historical questions and conduct research
3. analyse evidence from historical sources to show understanding
4. synthesise evidence from historical sources to form a historical argument
5. evaluate evidence from historical sources to make judgments
6. create responses that communicate meaning to suit purpose.

### Prerequisites

Year 10 History or Geography – B or better.

### Recommendations for Success

Independent learning as class will be generally compo

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit	Unit Outline	Assessment Summary
1	<b>Ideas in the Modern World</b>  Topic 1: Australian Frontier Wars: massacres and genocide 1788–1930s  Topic 9: Russian Revolution	<b>Australian Frontier Wars</b> Formative Assessment 1 EXAMINATION: Short response to historical sources  <b>Russian Revolution</b> Formative Assessment 2 INVESTIGATION: Independent source investigation
2	<b>Movements in the Modern World</b>  Topic 8: Anti-apartheid movement in South Africa, 1948–1991  Topic 4: Women’s Movement since 1893 (Women’s suffrage in New Zealand becomes Law)	<b>African-American Civil Rights</b> Formative Assessment 3 INVESTIGATION: Historical essay based on research  <b>Anti- Apartheid Movement in South Africa 1948-1991</b> Formative Assessment 4 EXAMINATION: Essay response to historical sources
3	<b>National Experiences in the Modern World</b>  Topic 5: Germany: Hitler’s rise to power 1914– 1945  Topic 1: Australia 1914-1949	<b>Germany 1914-1945 - IA1</b> EXAMINATION: Short response to historical sources  <b>Australia 1914-1949 - IA2</b> INVESTIGATION: Independent source investigation
4	<b>International Experiences in the Modern World</b>  Topic 6: Genocides and ethnic cleansings: The Holocaust  Topic 1: Australian engagement with Asia since 1945: the Vietnam war	<b>Genocides and Ethnic cleansings since the 1930’s (Holocaust begins) - IA3</b> INVESTIGATION: Historical essay based on research  <b>Australian Engagement with Asia since 1945 (Australia and the Vietnam War)</b> External Assessment (EA)

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



# Social & Community Studies

## Applied senior subject

Applied

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

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

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

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

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

## Pathways

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

## Objectives

### 1. Explain personal and social concepts and skills.

Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.

### 2. Examine personal and social information.

Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.

### 3. Apply personal and social knowledge.

Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.

### 4. Communicate responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

### 5. Evaluate projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes.

They make judgments to explain improvements that could be made to their plans, processes and outcomes.

## Prerequisites

Nil

## Recommendations for Success

- An ability to work independently on projects and investigations.
- Year 10 English – C or better
- Year 10 History – C or better
- Year 10 Geography – C or better.

## Structure

Social & Community Studies is an Applied senior syllabus. It contains at least four QCAA developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Subject Matter	Elective Topics	
Each unit contains a unit description, unit objectives and subject matter.	B: Healthy Choices for Mind & Body	D: Legal & Digital Citizenship
Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.	E: Australia and its Place in the World	F: Arts and Identity
Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.		

## Assessment

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

- Project
- Investigation
- Extended Response

Project	Investigation	Extended response
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/ examination and/or evaluation of ideas and information in provided stimulus materials.
Written - up to 800 words Evaluation: Written: up to 500 words	Written - up to 1000 words	Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media Response to Stimulus Written - up to 1000 words

# Certificate II in Retail Services – SIR20216 (QIR)

## Vocational Education and Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

The aim of this course is for students to obtain the VET Certificate II. Students will have the opportunity to work with retail equipment in a simulated environment. Topics covered include Customer Service, Merchandising, Workplace Health and Safety, Register Reconciliation and Security.

### PATHWAYS

This course can lead to further study through the Certificate III in Retail Services from an external provider or entry level employment in the Retail Industry.

### PREREQUISITES

Nil

### RECOMMENDATIONS FOR SUCCESS

A keen interest to work in the retail industry.

### UNITS OF COMPETENCY

Code	Title
SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND001	Work effectively in a service environment
SIRXIND003	Organise personal work requirements
SIRXPDK001	Advise on products and services
SIRXRSK001	Identify and respond to security risks
SIRXWHS002	Contribute to Workplace health and safety
SIRRMER001	Produce visual merchandise displays
SIRXCEG001	Engage the customer
SIRXSLS002	Follow point-of-sale procedures
SIRRINV001	Receive and handle retail stock
SIRXSLS001	Sell to the retail customer
SIRRRTF001	Balance and secure point-of-sale terminal

## ASSESSMENT

Students will be assessed using a variety of techniques including:

- Project Work
- Observations
- Written Questioning

## ADDITIONAL COSTS

Students may have opportunities to attend excursions and events as relevant to the units of study.

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change.

# Certificate III in Business – BSB30120 (CBU)

Vocational Education and Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

## OVERVIEW

The aim of this course and qualification is for students to obtain the VET Certificate III Business over two years. It reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance. Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills in an Events Planning business. They apply a broad range of competencies using some discretion, judgment, and relevant theoretical knowledge. They may provide technical advice and support to a team.

## PATHWAYS

This course can lead to further study through the Certificate IV Business or Diploma of Business from an external provider or entry level employment in an office environment.

## PREREQUISITES

Nil

## RECOMMENDATIONS FOR SUCCESS

A keen interest to work in office administration.

## UNITS OF COMPETENCY

Code	Title	Core/Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBTWK301	Use inclusive work practices	Core
BSBWHS311	Assist with maintaining workplace safety	Core
BSBXCM301	Engage in workplace communication	Core
BSBTEC301	Design and produce business documents	Elective
BSBTEC303	Create electronic presentations	Elective
BSBTEC302	Design and produce spreadsheets	Elective
BSBPEF301	Organize personal work priorities	Elective
BSBOPS304	Deliver and monitor a service to customers	Elective
BSBOPS305	Process customer complaints	Elective
FNSACC313	Perform financial calculations	Elective

## **SIMULATED BUSINESS**

Events4U      Job Role: Assistant Events Planner

## **ASSESSMENT**

Students will be assessed using a variety of techniques including:

- Observations/Demonstrations
- Written Questioning
- Activity Sheet
- Assignment Sheet
- Role Play/Case Studies

## **ADDITIONAL COSTS**

No added costs. However, students may have opportunities to attend excursions and events as relevant to the units of study.

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# Certificate IV in Justice Studies – 39292QLD (CJS)

Vocational Education and Training (External RTO) (10971NAT)



VET

**RTO: Unity College, Provider No. 32123**

**Duration:** 2 years



## OVERVIEW

Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

The Certificate IV in Justice Studies course is designed to

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

## ENTRY REQUIREMENTS

**Academic** – There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

**Attitude** – students need to demonstrate independent learning skills.

**Qualification Packaging Rules** - To attain this Certificate, 10 units of competency must be completed.

## UNITS OF COMPETENCY

Code	Title	Core/Elective
NAT10971001	Provide information and referral advice on justice-related issues	Core
NAT10971002	Prepare documentation for court proceedings	Core
NAT1097003	Analyse social justice issues	Core
BSBXCM401	Apply communication strategies in the workplace	Core
PSPREG003	Apply Regulatory Powers	Core
BSBLEG421	Apply understanding of the Australian Legal System	Core
BSBPEF402	Develop personal work priorities	Elective
BSBLEG523	Apply legal principles in tort law matters	Elective
PSPREG010	Prepare a brief of evidence	Elective
BSBLDR414 PSPREG012	Lead team effectiveness OR Gather Information through interviews	Elective

## LEARNING EXPERIENCES

Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory workshops with industry professionals

## ASSESSMENT

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

## PATHWAYS

The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

## ADDITIONAL COSTS

Subject Fee: \$750 up-front fee

Technology required: Access to the internet

**Refund Policy:** Refund for students exiting a certificate course is on pro-rata basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (eg a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change.



# MATHEMATICS

## General Mathematics

### General senior subject

General

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

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

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

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

### Pathways

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

### Objectives

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

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

### Additional Costs

Excursion fees may apply throughout the course.

## 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

- Summative internal assessment 1 (IA1): Problem Solving and Modelling task - 20%
- Summative internal assessment (IA2): Examination - 15%
- Summative internal assessment 3 (IA3): Examination 15%
- Summative external assessment (EA): Examination - 50%

# Mathematical Methods

## General senior subject

General

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

### Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical

and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business. Students should also consider studying Mathematical Methods to support entry into competitive courses with a high ATAR entry score (including medicine, veterinary sciences and law).

### Objectives

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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

### Prerequisites

Year 10 Mathematics – B

### Recommendations for Success

Year 10 Mathematics – B

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"><li>• Surds and quadratic functions</li><li>• Binomial expansion and cubic functions</li><li>• Functions and relations</li><li>• Trigonometric functions</li><li>• Probability</li></ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"><li>• Exponential functions</li><li>• Logarithms and logarithmic functions</li><li>• Introduction to differential calculus</li><li>• Applications of differential calculus</li><li>• Further differentiation</li></ul>	<b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"><li>• Differentiation of exponential and logarithmic functions</li><li>• Differentiation of trigonometric functions and differentiation rules</li><li>• Further applications of differentiation</li><li>• Introduction to integration</li><li>• Discrete random variables</li></ul>	<b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"><li>• Further integration</li><li>• Trigonometry</li><li>• Continuous random variables and the normal distribution</li><li>• Sampling and proportions</li><li>• Interval estimates for proportions</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Up to two assessments may be administered per unit.

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

- Summative internal assessment 1 (IA1): Problem-Solving and Modelling Task - 20%
- Summative internal assessment 2 (IA2): Examination - 15%
- Summative internal assessment 3 (IA3): Examination - 15%
- Summative external assessment (EA): External Examination - 50%

# Specialist Mathematics

General senior subject

General

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Specialist Mathematics is designed to be taken in conjunction with, or on completion of, Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.

## Pathways

A course of study in Specialist Mathematics can establish a basis for further education and

employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics. Students should also consider studying Specialist Mathematics to support entry into competitive courses with a high ATAR entry score (including medicine, veterinary sciences and law). Some tertiary institutions offer bonus ATAR ranks for successful completion of Specialist Mathematics.

## Objectives

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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

## Prerequisites

Year 10 Mathematics – B

Enrolling in, or completion of, Mathematical Methods

## Recommendations for Success

Year 10 Mathematics – A

## Additional Costs

Excursion fees may apply throughout the course.

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"><li>• Combinatorics</li><li>• Introduction to proof</li><li>• Vectors in the plane</li><li>• Algebra of vectors in two dimensions</li><li>• Matrices</li></ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"><li>• Complex numbers</li><li>• Complex arithmetic and algebra</li><li>• Circle and geometric proofs</li><li>• Trigonometry and functions</li><li>• Matrices and transformations</li></ul>	<b>Further complex numbers, proof, vectors and matrices</b> <ul style="list-style-type: none"><li>• Further complex numbers</li><li>• Mathematical induction and trigonometric proofs</li><li>• Vectors in two and three dimensions</li><li>• Vector calculus</li><li>• Further matrices</li></ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"><li>• Integration techniques</li><li>• Applications of integral calculus</li><li>• Rates of change and differential equations</li><li>• Modelling motion</li><li>• Statistical inference</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Up to two assessments may be administered per unit.

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

- Summative internal assessment 1 (IA1): Problem-Solving and Modelling task - 20%
- Summative internal assessment 2 (IA2): Examination - 15%
- Summative external assessment (EA): Examination - 50%
- Summative internal assessment 3 (IA3): Examination - 15%

# Essential Mathematics

## Applied senior subject

Applied

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## Pathways

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

## Objectives

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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

## Prerequisites

Nil

## Additional Costs

Excursion fees may apply throughout the course.

## Structure

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

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Up to two assessments may be administered per unit.

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

## Summative assessments

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



# SCIENCES

## Biology

General senior subject

General

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

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

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

### Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, paramedicine, veterinary science, 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 conclusions, claims and processes
- communicate understandings, findings, arguments, and conclusions.

### Prerequisites

Year 10 Science – B or better.

### Recommendations for Success

Year 10 Maths – B or better

Year 10 English – C or better

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit	Unit Outline	Assessment Summary
1	<b>Cells and multicellular organisms</b> Cells as the basis of life Exchange of nutrients and waste Cellular energy, gas exchange and plant physiology	FIA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems. FIA2 Student Experiment - This assessment requires students to answer a question or hypothesis through the collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context.
2	<b>Maintaining the internal environment</b> Homeostasis – thermoregulation and osmoregulation Infectious diseases and epidemiology	FIA3 Research Investigation - This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context.  FIA4 Examination - The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and problems.
3	<b>Biodiversity and the interconnectedness of life</b> Describing biodiversity and populations Functioning ecosystems and succession	IA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.  IA2 Student Experiment - This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context.
4	<b>Heredity and continuity of life</b> Genetics and heredity Continuity of life on Earth	IA3 Research Investigation - This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context.  EA Examination - The examination assesses the application of a range of cognitions to multiple provided items - multiple choice and short answer questions.

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

## Additional Information

This subject contains activities that have been assessed as high risk

# Chemistry

## General senior subject

General

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

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, paramedicine, engineering, medicine, toxicology, food and drink manufacture, 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

Year 10 Science – B or better.

### Recommendations for Success

Year 10 Maths – B or better.

Year 10 English – C or better.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit	Unit Outline	Assessment Summary
1	<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	FIA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.  FIA2 Student Experiment - This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context.
2	<b>Molecular interactions and reactions</b> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions	FIA3 Research Investigation - This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context.  FIA4 Examination - The examination assesses the application of a range of cognitions to multiple provided items - questions, scenarios and problems.
3	<b>Equilibrium, acids and redox reactions</b> Chemical equilibrium systems Oxidation and reduction	IA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.  IA2 Student Experiment - This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context.
4	<b>Structure, synthesis and design</b> Properties and structure of organic materials Chemical synthesis and design	IA3 Research Investigation - This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context.  EA Examination - The examination assesses the application of a range of cognitions to multiple provided items - multiple choice and short answer questions.

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

## Additional Information

This subject contains activities that have been assessed as high risk.

# Physics

## General senior subject

General

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students 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

Year 10 Science – B or better.

## Recommendations for Success

Year 10 Maths – B or better. Year 10 English – C or better.

## Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit	Unit Outline	Assessment Summary
1	<b>Thermal, nuclear and electrical physics</b> Heating processes Ionising radiation and nuclear reactions Electrical circuits	FIA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.  FIA2 Student Experiment - This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context.
2	<b>Linear motion and waves</b> Linear motion and force Waves	FIA3 Research Investigation - This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context.  FIA4 Examination - The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and problems.
3	<b>Gravity and electromagnetism</b> Gravity and motion Electromagnetism	IA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.  IA2 Student Experiment - This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context.
4	<b>Revolutions in modern physics</b> Special relativity Quantum theory The Standard Model	IA3 Research Investigation - This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context.  EA Examination - The examination assesses the application of a range of cognitions to multiple provided items - multiple choice and short answer questions.

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

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students 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

Year 10 Science – B or better.

### Recommendations for Success

Year 10 Maths – B or better. Year 10 English – C or better.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Unit	Unit Outline	Assessment Summary
1	<b>Individual development</b> The role of the brain Cognitive development Consciousness, attention and sleep	FIA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.  FIA2 Student Experiment - This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context.
2	<b>Individual behaviour</b> Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation	FIA3 Research Investigation - This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context.  FIA4 Examination - The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and problems.
3	<b>Individual thinking</b> Brain function Sensation and perception Memory Learning	IA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.  IA2 Student Experiment - This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context.
4	<b>The influence of others</b> Social psychology Interpersonal processes Attitudes Cross-cultural psychology	IA3 Research Investigation - This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim. A research investigation uses research practices to assess a range of cognitions in a particular context.  EA Examination - The examination assesses the application of a range of cognitions to multiple provided items - multiple choice and short answer questions.

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

# Certificate II in Horticulture - AHC20416 (AHC)

## Vocational Education Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

This qualification is based around hands on experiences aimed to teach students how to recognise plants and prepare plant specimens. Students will carry out the fundamentals of planting, potting and maintaining trees shrubs and plants. Students will also conduct soil testing and understand how to treat weeds, pest and diseases. Graduates will know how to work effectively in the industry and adhere to work health and safety practices.

### PATHWAYS

Graduates will have the knowledge on how to work effectively in this industry and obtain a pathway to further education and career opportunities such as: conservation, horticulture, landscaping, grounds keeping, turf management, and parks and gardens works.

### PREREQUISITES

Nil

### ENTRY REQUIREMENTS

Year 10 Science – C or better recommended.

### UNITS OF COMPETENCY

Code	Title
AHCPCM201	Recognise plants
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL202	Assist with soil or growing media sampling and testing
AHCWHS201	Participate in work health and safety processes
AHCCHM201	Apply chemicals under supervision
AHCNSY201	Pot up plants
AHCNSY202	Care for nursery plants
AHCWRK207	Collect and record production data
AHCWRK209	Participate in environmentally sustainable work practices
AHCMOM203	Operate basic machinery and equipment
AHCPGD207	Plant trees and shrubs
AHCPCM202	Collect, prepare and preserve plant specimens
AHCPGD208	Prepare and maintain plant displays
AHCNSY207	Undertake propagation activities

## ASSESSMENT

Units of competency are assessed using a variety of techniques. These include:

- Observation of relevant tasks with oral questioning on underpinning knowledge.
- Work booklets with written questioning on underpinning knowledge.
- Training journals, work products/folios and third-party reports.

## ADDITIONAL COSTS

Excursion fees may apply throughout the course.

## ADDITIONAL INFORMATION

Nil

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change.

# Certificate III in Laboratory Skills - MSL30118 (LBS)

## Vocational Education Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

This qualification covers the skills and knowledge required to perform a limited range of laboratory operations across all industry sectors and is the entry level required for laboratory personnel across all industry sectors.

### PATHWAYS

Employment outcomes targeted by this qualification include laboratory technicians, instrument operators and similar personnel. Laboratory technicians perform straightforward laboratory work. They follow set procedures and recipes, and apply well developed technical tasks in the field or within production plants. They may also perform a range of laboratory maintenance and office tasks.

### PREREQUISITES

Nil

### ENTRY REQUIREMENTS

Year 10 Science – C or better recommended.

### UNITS OF COMPETENCY

Code	Title
BSBCMM211	Apply communication skills
MSL913004	Plan and conduct laboratory/field work
MSL922001	Record and present data
MSL933006	Contribute to the achievement of quality objectives
MSL943004	Participate in laboratory/field workplace safety
MSL953003	Receive and prepare samples for testing
MSL973013	Perform basic tests
MSL973014	Prepare working solutions
MSL973019	Perform microscopic examination
MSL912001	Work within a laboratory or field workplace
MSL972002	Take routine site measurements
MSL924003	Process and interpret data
MSL933008	Perform calibration checks on equipment and assist with its maintenance

## ASSESSMENT

Units of competency are assessed using a variety of techniques. These include:

- Observation of relevant tasks with oral questioning on underpinning knowledge.
- Work booklets with written questioning on underpinning knowledge.
- Training journals, work products/folios and third-party reports.

## ADDITIONAL COSTS

Students may have opportunities to attend excursions and events as relevant to the units of study.

## ADDITIONAL INFORMATION

This subject contains activities that have been assessed as high risk.

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change.



# TECHNOLOGIES

## Building & Construction Skills Applied senior subject

Applied

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to 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 meet customer expectations of high-quality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction 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 Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

### 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 and procedures, and structures
- adapt plans, skills and procedures.

### Prerequisites

Nil

### Recommendations for Success

- Ability to work both individually and within a team.
- Ability to adhere to WHS protocols including following SOPs and the use of PPE.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Building & Construction Skills 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	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

## Assessment

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.	<b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes  <b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process.	<b>Structure</b> Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes  <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

## Additional Information

This subject contains activities that have been assessed as high risk.  
Footwear must be sturdy leather upper with slip resistant sole.

# Engineering Skills

## Applied senior subject

Applied

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing 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 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 future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They 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 Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

### Objectives

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

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

### Prerequisites

Nil

### Recommendations for Success

- Ability to work both individually and within a team.
- Ability to adhere to WHS protocols including following SOPs and the use of PPE.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Engineering Skills 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	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

## Assessment

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

## Additional Information

This subject contains activities that have been assessed as high risk.

Footwear must be sturdy leather upper with slip resistant sole and toe cap will be required.

# Fashion

## Applied senior subject

## Applied

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. 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, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and

spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

### 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

### Recommendations for Success

A strong interest in fashion, textiles, making and designing clothes.

Work consistently in every lesson.

An ability to work on independent projects.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

Fashion 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	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

## Assessment

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

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	<b>Fashion product</b> Product: fashion garment/s  <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<b>Awareness campaign promoting sustainable fashion practices</b> Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog  <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

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing 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 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 in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They 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 Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood

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

### **Objectives**

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

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

### **Prerequisites**

Nil

### **Recommendations for Success**

- Ability to work both individually and within a team.
- Ability to adhere to WHS protocols including following SOPs and the use of PPE.

### **Additional Costs**

Excursion fees may apply throughout the course.

## Structure

Furnishing Skills 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	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

## Assessment

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.	<b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes  <b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	<b>Product</b> Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes  <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

## Additional Information

This subject contains activities that have been assessed as high risk.

Footwear must be sturdy leather upper with slip resistant sole.



# Certificate III in Early Childhood Education & Care – CHC30121 (ZCS)

## Vocational Education and Training (External RTO)



VET

**RTO: Deception Bay State High School Provide No. 30380**



### OVERVIEW

This course is for those students who wish to gain employment in the childcare sector and to begin real-life qualifications whilst at school. Please note, this course is run in partnership with Deception Bay State High as the RTO (RTO Code 30380).

**DURATION:** 2 years

### PREREQUISITES

A keen interest in childcare; ability to follow school policies, procedures and values; must be able to obtain a Blue Card.

### PLACEMENT

Students **MUST** complete a minimum of **160** hours of vocational work placement in a regulated education and care service to successfully complete this course.

### BLUE CARD APPLICATION

All students enrolled in this qualification are required to hold a valid Blue Card prior to commencing child-related work or activities. Applications will be processed through the school. Enrolment in the course is not finalised until the Blue Card has been issued.

#### Obtaining a Blue Card

Queensland Department of Transport and Main Roads (TMR) will verify your identification, issue a Customer Reference Number (CRN) and take your photo which will be used on your blue card. There is no fee for the CRN or photo.

#### Identification and Residential Documents

To get a CRN you will need to prove your identity and your residential address.

#### Identification Documents

- Birth Certificate
- Passport
- Student ID
- Health care Card
- Drivers Licence or Learners Permit
- Medicare Card
- Bank Card and Bank Statement

#### Proof of Queensland Residency

- Declaration by parent living in same house who holds an Open Queensland Drivers Licence

**OR**

- Letter from the school with student ID. Please Contact the Industry Liaison Officer for a letter

When you have your CRN from TMR, you can apply for a blue card through the school by:

- creating an online account at <https://my.bluecard.qld.gov.au/account/registration/privacy-notice>

**NB:** You must allow enough time to receive your blue card before you begin vocational placement for Childcare

## UNITS OF COMPETENCY

Code	Title	Core/Elective
CHCECE030	Support inclusion and diversity	Core
CHCECE031	Support children's health, safety and wellbeing	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core
CHCECE035	Support the holistic learning and development of children	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
CHCECE038	Observe children to inform practice	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	Core
CHCECE055	Meet legal and ethical obligations in children's education and care	Core
CHCECE056	Work effectively in children's education and care	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HTLAID012	Provide an emergency first aid response in an education and care setting	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCPRP003	Reflect on and improve own professional practice	Elective
HLTFSE001	Follow basic food safety practices	Elective

**Total number of units:** 15 Core units and 2 Elective units

## ASSESSMENT

Assessment is competency based. Units of competency are clustered and assessed in this way to replicate what occurs in a childcare centre as closely as possible. Assessment techniques include:

- observation
- folios of work
- questioning
- third party reports from vocational placement
- written and practical tasks.

## ADDITIONAL COSTS

Total course cost - \$250.00

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change

## Certificate II in Hospitality – SIT20322 (VHS)

### Vocational Education and Training (External RTO) (30978)



VET

#### RTO: Blueprint Career Development

Ph: 1300 851 550 Website: [www.blueprintcd.com.au](http://www.blueprintcd.com.au)



**Duration:** 18 months

#### Qld Government funds Vocational and Educational Training in Schools (VETiS) funding

The VET investment budget provides students with funding to complete one VETiS qualification whilst attending school (grades 10,11,12). Blueprint Career Development is an approved supplier under this agreement and offers training to eligible students under this funding program, **free of charge**. You can still enroll in the course if you have used your VETiS funding or do not meet the eligibility criteria. The cost is \$1,260.

#### Eligibility criteria

You are an Australian citizen or a New Zealand citizen permanently residing in Queensland. If you are a permanent resident, you are eligible upon presenting immigration documents.

Please refer to the Queensland Government's student fact sheet explicitly developed for the VETiS program: <https://desbt.qld.gov.au/training/providers/funded/vetis>.

#### OVERVIEW

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life and specific knowledge and skills related to employment within the hospitality industry.

This course includes SITHFAB021 - Provide responsible service of alcohol (**RSA**) which can help you gain employment. The cost of the RSA is covered by VETiS funding if accessing this, or included in the full fee cost of the course if choosing this option.

**QCE points:** Successful completion of the Certificate II in Hospitality could contribute four (4) credits towards QCE points

#### PATHWAYS

Career Pathways include café attendant, catering assistant, food and beverage attendant, and apprentice chef.

Further study could occur in Certificate III in Hospitality (SIT30622), Certificate III in Commercial Cookery (SIT30821) or a Bachelor of Business (Hospitality & Tourism Management).

#### PREREQUISITES

There are no pre-requisites for this qualification.

#### RECOMMENDATIONS FOR SUCCESS

A keen interest to work in the hospitality industry

## UNITS OF COMPETENCY

Code	Title	Core/Elective
BSBTWK201	Work effectively with others	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXCCS011	Interact with customers	Core
SITXCCS011	Interact with customers	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygiene practices for food safety	Core
SITHIND006	Source and use information of the hospitality industry	Core
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Provide and serve expresso coffee	Elective
SITHCC024	Prepare simple dishes	Elective
SITHGAM022	Provide responsible gambling services	Elective

**12 units must be completed.**

## ASSESSMENT

The assessment will be competency-based, and clustered units may be part of the assessment to reflect actual work scenarios and activities. Students will participate in various assessment tasks, including observation with checklists, products resulting from an activity, questioning (written, oral or portfolio), and reports from the workplace supervisor.

Assessment may be conducted at the school using a simulated work environment. Functions will occur, and these may occur out of class time at times.

## WORK PLACEMENT

Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Service Periods that need to be done at local venues, some during school hours and some outside school hours. You may be on vocational placement during any part of this semester as approved by the school and upon completing VETiS Vocational Placement insurance forms (available from the school).

## HOSPITALITY EXPERIENCES

The Blueprint Hospitality Experience Program has been developed to allow year 12 students to develop a deeper understanding of the hospitality industry with hands-on exposure to front and back-of-house operations.

Highlights include:

- 1 night's accommodation (twin-share)
- 1 buffet breakfast
- 2 Lunches in the staff cafeteria and a graduation lunch on the final day
- 1 Dinner in the hotel restaurants
- Hotel tour, welcome and induction
- 3 service periods of 3.5 hours in selected departments

## ADDITIONAL INFORMATION

### Clothing requirements

- White shirt, black pants or skirt and black covered footwear.
- Footwear must be sturdy leather upper with slip resistant sole.

**School point of contact:** Deputy Senior School

# Certificate III In Information Technology - ICT30120 (VIT)

## Vocational Education and Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

The aim of this course is for students to obtain the VET Certificate III Information Technology during senior study. In accomplishing this task, students will be working with a variety of software packages. These packages will include the Adobe Creative Cloud suite (Photoshop, InDesign, Illustrator, and After Effects), the Microsoft Office suite (Word, Excel, PowerPoint, and Outlook) and the Python IDE. Topics covered include games coding with Python graphic creation and manipulation, desktop publishing animation and photo editing.

### PATHWAYS

This course can lead to further study through Certificate III in Information Technology or entry level employment in the digital design industry.

### PREREQUISITES

Nil

### RECOMMENDATIONS FOR SUCCESS

A keen interest to work in the IT industry.

### UNITS OF COMPETENCY

Code	Title
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
CUAANM301	Create 2D digital animations
CUAANM302	Create 3D digital animations
ICTPRG430	Apply introductory object-oriented language skills
ICTWEB304	Build simple web pages
ICPPRP2250	Produce graphics using graphics applications
ICTWEB444	Create responsive website layouts

#### **ASSESSMENT**

- Students will be assessed using a variety of techniques including:
- Project work
- Written questioning
- Observations

#### **ADDITIONAL COSTS**

Students may have the opportunities to attend excursions and events as relevant to the units of study.

#### **ADDITIONAL INFORMATION**

Nil

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change.

# THE ARTS

## Dance in Practice (DIP)

Applied senior subject

Applied

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities.

### Pathways

There are many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. 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

The syllabus objectives outline what students have the opportunity to learn. They include:

#### 1. Use dance practices.

When making, students use dance concepts and dance skills to choreograph and perform dance works.

#### 2. Plan dance works.

When responding, students analyse key features of purpose and context to plan dance works. They

make decisions, explore solutions and select strategies to achieve goals.

#### 3. Communicate ideas.

When making, students choreograph and perform dance works that suit purpose and context.

Ideas that dance works may communicate include representations, thoughts, feelings, experiences or observations.

When choreographing, students manipulate dance concepts to synthesise movement ideas into sequences to make a dance work that conveys ideas. When performing, they use dance skills to interpret and express ideas and intention.

#### 4. Evaluate dance works.

When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use dance terminology and language conventions when producing written, spoken or signed evaluations.

### Prerequisites

Nil

### Recommendations for Success

- Studied dance or dance extension in any years from 7-10.
- A genuine interest in Dance.
- A willingness to perform in front of others.
- Motivated to learn and succeed.

### Additional Costs

Excursion fees may apply throughout the course.



## Structure

Unit 1- Health	Unit 2 - Celebration	Unit 3 - Technology	Unit 4 - Industry
In this unit, students explore choreographing, performing and responding in dance through the concept of health-related dance. Students develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. They investigate and develop an understanding of using dance with diverse groups.	In this unit, students explore dance used for celebration through choreographing, performing and responding experiences. Celebrations can be an opportunity to acknowledge, honour, remember, show respect, entertain or express something special and enjoyable	In this unit, students explore the use of technology in dance. Students develop critical and creative thinking skills through problem-solving and decision-making as they explore how technology influences decisions when making and responding in dance. They identify and analyse problems, focusing on how technology can shape, influence or enhance how ideas are communicated. Students become responsible digital citizens through the exploration and application of technology. They investigate how technology can affect a choreographer's creative process and how a performer's use of dance skills differs in these contexts	In this unit, students explore different sectors of the dance industry (including professional and amateur) through choreographing, performing and responding experiences. The professional dance industry is primarily made up of dancers, choreographers, dance therapists, dance critics, costume and set designers, make-up artists, publicists, and other behind-the-scenes workers

## Assessment

Unit 1 and Unit 2: Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards

Units 3 and 4: Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Assessment in Dance in Practice requires students to:

- Plan dance works — planning may be presented as choreographic statements, programs, annotations of stimulus, research notes, proposals, briefs or pitches
- Communicate ideas – performances may be a video clip, live performance for a community event, school assembly or function or an in-class performance.
- Evaluate dance works – written evaluations may include articles (eg magazine articles), essays (eg analytical, persuasive/argumentative, informative), reviews, reports or programs – spoken or signed evaluations may include presentations, interviews, podcasts or seminars – multimodal evaluations may include delivery of a slideshow, video clip, webinar or webpage that includes written, spoken/signed and nonverbal (eg physical, visual) aspects.

Assessment techniques include:

Techniques	Descriptions
Choreography Project	A folio of work including: planning of choreography work, creation of a dance work and evaluative artist statement.
Performance	A technique that assesses the physical demonstration of technical and expressive skills.
Performance Project	A folio of work including: a physical demonstration of technical and expressive skills, planning of an adapted dance work and an evaluation of choreographic choices.
Choreography	A technique where students create a dance work or sequence in response to a stimulus.

# Drama in Practice (DRP)

## Applied senior subject

Applied

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

### Pathways

There are many roles for drama practitioners in theatrical industries, including actor, director, screenwriter, designer, technician and producer. A course of study in Drama in Practice can establish a basis for further education and employment in drama education, drama teaching, performance and event production.

### Objectives

The syllabus objectives outline what students have the opportunity to learn.

#### 1. Use drama practices.

When making, students use dramatic languages to devise, direct and perform drama works.

#### 2. Plan drama works.

When responding, students analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals.

#### 3. Communicate ideas.

When making, students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience. When devising and directing drama, students organise and synthesise dramatic languages and production elements and technologies to make drama works that convey ideas. When performing, they use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas.

#### 4. Evaluate drama works.

When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for purpose and contexts. Students select and use drama terminology and language conventions when producing written, spoken or signed evaluations.

### Prerequisites

Nil

### Recommendations for Success

- Studied drama in any years from 7-10.
- A genuine interest in Drama
- A willingness to perform in front of others.
- Motivated to learn and succeed.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

The Dance in Practice course is designed around four units of work

Unit option	Description
Unit 1 - Contemporary	In this unit, students develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre. They engage and develop an appreciation of current and emerging styles, conventions and technologies with the aim of becoming more informed and discerning participants in theatre.
Unit 2 - Commentary	In this unit, students explore the power of drama in commenting on social issues. As theatre makers, students explore and respond to the issues and events that affect our lives on a local, national and global scale. This unit provides students with opportunities to create and present performance works with the purpose of educating, challenging, empowering and informing audiences
Unit 3 - Community	In this unit, students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community. Students have opportunities to use drama to engage in activities that build awareness and understanding of how community theatre can bring people together across age, culture and ability boundaries, offering them a strong sense of belonging and connection,
Unit 4 - Collaborate	In this unit, students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance. Drama is a collaborative art form, involving a variety of stakeholders to imagine, devise, shape, rehearse and present performance works to diverse audiences for many different contexts and purposes. Collaboration provides an opportunity to acknowledge and honour the process involved in the creation of theatrical work.

## Assessment

**Unit 1 and Unit 2:** Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards

**Units 3 and 4:** Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Assessment in Drama in Practice requires students to:

- Plan drama works  
Planning may be presented as an annotated script, performance and directorial statements of intent, research notes, briefs or pitches

- **Communicate ideas**  
Devising and directing may be presented in a practical presentation of ideas workshopped with peers, as actors, to communicate; documented in a written format, such as an annotated script and/or key moments of dramatic action; or in a multimodal format, such as a digital or visual presentation with annotations – performances may be of published texts or works devised by the teacher, guest artist or student. Performances may take the form of a live performance in front of an audience at a community event, school event or function, or an in-class performance
- **Evaluate drama works**  
Written evaluations may include articles (eg magazine articles), essays (eg analytical, persuasive/argumentative, informative), reviews, reports or programs – spoken or signed evaluations may include presentations, interviews, podcasts or seminars – multimodal evaluations may include delivery of a slideshow, video clip, webinar or webpage that includes written, spoken/signed and nonverbal (eg physical, visual) aspects.

Assessment techniques include:

Technique	Description
Directorial Project	A folio of work including: planning of directors brief, a directors brief and an evaluation of the directors brief.
Performance	A technique that assesses the physical demonstration of acting skills.
Devising Project	A folio of work including: planning of devised scene, make a devised scene and an evaluation of devised scene.

# Media Arts in Practice (MAP)

## Applied senior subject

## Applied

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

### Pathways

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

### Objectives

The syllabus objectives outline what students have the opportunity to learn:

#### 1. Use media arts practices.

When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.

#### 2. Plan media artworks.

When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals.

#### 3. Communicate ideas.

When making, students create media artworks that suit purpose and context. Students show making in both pre-production (eg design products) and production (eg media artworks) formats, and may use media language to communicate ideas (eg representations, thoughts, feelings, experiences, observations).

#### 4. Evaluate media artworks.

When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

### Prerequisites

Nil

### Recommendations for Success

- Studied media in any years from 7-10.
- A genuine interest in Media.
- A willingness / ability to film in external locations where required.
- Motivated to learn and succeed.

### Additional Costs

Excursion fees may apply throughout the course.

## Structure

The Media in Practice course is designed around four units of work

Unit option	Description
Unit 1 - Community	In this unit, students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences. Students may focus on a person, event, issue or other aspect in a community and should work collaboratively with other students or community members where possible.
Unit 2 – Personal Viewpoints	In this unit, students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. They respond to a societal issue of choice, using media language to express a personalised viewpoint. Students may choose to provide a comment or critique and should consider how audiences will access and engage with the media artwork.
Unit 3 – Persuasion	In this unit, students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork. Students may work with or for a client when developing the artwork, or select another target audience.
Unit 4 - Representation	In this unit, students explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make representations for social media or gaming platforms. Students negotiate an appropriate social media or gaming platform with their teacher and should consider how audiences access and engage with the chosen platform.

## Assessment

**Unit 1 and Unit 2:** Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards

**Units 3 and 4:** Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Assessment in Media Arts in Practice requires students to:

- Plan arts works  
Planning may be presented as annotations on design products; call or running sheets; design folios; graphic organisers; proposals; recorded conversations; sketches; or spoken, written or signed presentations
- Communicate ideas  
Students may make a vlog to communicate the benefits of keeping a pet cat indoors; contribute to the design of a game to showcase the school's values and achievements; promote a community event by making an advertisement suitable for local television; or make a stop-motion animation to persuade students to register for a community event

- Evaluate arts works

Written evaluations may be presented as a series of annotations or labels associated with media artworks, essays, graphic organisers, lists, reflective articles or reviews – spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings – multimodal evaluations involve at least two modes of response, which may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

Assessment techniques include:

Technique	Description
Project	A folio of work including: planning of a media artwork, design product and evaluation of the design product.
Media artwork	Creation of media artwork.



# Certificate II in Music - CUA20620 (CMU)

## Vocational Education Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

Students will explore the broad range of skills needed in the Music Industry. The course is based around real-world practical projects such as students creating their own gig and recording a CD. Students will learn live and recorded production skills in our own recording studio, auditorium and other music venues. They will have the opportunity to complete work experience with local music industry companies and organisations and explore current industry practices, relevant theoretical concepts, Workplace Health and Safety and techniques related to their instrument or voice.

The course will be split into the following units:

- I could be a musician – developing singing or playing an instrument.
- I can be a musician – performance studies
- Safety as a musician – workplace health and safety in the music studio.
- Working as a musician – industry and employment studies.
- We can be musicians – group performances.

### PATHWAYS

The study of this subject may lead students to the following future pathways:

- Professional Musician
- Music Teacher
- Composer
- Arts Administration
- Event Management

### PREREQUISITES

Nil

### ENTRY REQUIREMENTS

- Studied music in any year 7-10.
- A genuine interest in music.
- A willingness to perform in front of others.
- Motivated to learn and succeed.

## UNITS OF COMPETENCY

Code	Title
BSBWHS211	Contribute to health and safety of self and others
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAMLT211	Develop musical ideas and knowledge
CUAMPF111	Develop skills to play or sing music
CUAMPF211	Perform simple musical pieces
CUAMPF213	Perform simple repertoire in ensembles
CUAMPF214	Perform music from simple written notation

## ASSESSMENTS

Students will be assessed through the following modes:

- Products
- Observation checklists
- Projects
- Performances
- Verbal Questioning
- Product Checklist
- Short response questions

## ADDITIONAL COSTS

There are no additional costs outside of the SRS.

Excursion fees may apply throughout the course.

**DISCLAIMER:** All information contained is accurate at the time of publication but subject to change.

# Certificate III in Dance CUA30120 (CDA)

## Vocational Education Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

Certificate III in Dance (Dance Extension) is designed to extend and nurture students who have a genuine talent in the area of dance and prepare them for careers in the dance and entertainment industry. Students must be successful in a practical audition to be enrolled in the course.

The course will be split into the following units:

1. Preparing the body – fitness and body conditioning
2. Refining the body – ballet, jazz, contemporary, lyrical, hip hop and musical theatre technique studies
3. Experimenting with the body – choreography and composition
4. Performing with the body – dance performance studies
5. Employing the body – industry, audition and career studies
6. Preparing the body II- fitness and body conditioning
7. Refining the body II – ballet, jazz, contemporary, lyrical, hip hop and musical theatre technique studies
8. Experimenting with the body II– choreography and composition
9. Performing with the body II– dance performance studies

### PATHWAYS

The study of this subject may lead students to the following future pathways:

- Professional Dancer
- Dance Teacher
- Dance Choreographer
- Occupational Therapist

### PREREQUISITES

A successful practical audition as observed by Miss Wells (please check for audition details).

### RECOMMENDATIONS

Motivated to learn and succeed.

### ENTRY REQUIREMENTS

A successful audition.  
Submission of current report card.

## UNITS OF COMPETENCY

Code	Title
CUACHR311	Develop basic dance composition skills
CUADAN202	Incorporate artistic expression into basic dance performances
CUADAN331	Integrate rhythm into movement activities
CUAIND311	Work effectively in the creative arts industry
CUAPRF317	Develop performance techniques
CUAWHS311	Condition the body for dance performance
CUADAN315	Increase depth of jazz dance techniques
CUADAN318	Increase depth of contemporary dance techniques
CUADAN322	Increase depth of lyrical dance techniques
CUADMT311	Assist with dance teaching
CUAIND314	Plan a career in the creative arts industry
CUAMUP311	Prepare personal appearance for performances
CUAPRF314	Develop audition techniques
CUAPRF316	Develop basic musical theatre techniques

## ASSESSMENT

Students will be assessed through the following modes:

- Practical technique-based exams.
- Practical performance assessment
- Choreographic Tasks
- Folios of work
- Observation Checklists
- Verbal Questioning
- Product Creation

## ADDITIONAL COSTS

If a student is successful as a member of the Dance Performance Team, a fee will apply to cover costs of eisteddfod entries, bus travel and video costs. This fee is approx. \$250.00

Students will be offered opportunities to attend live performances which will incur a cost.  
Costuming will be required for dance performances and events.

## ADDITIONAL INFORMATION

Students will be expected to regularly perform in this subject at an elite level.

Due to the physical nature of this subject, students with long- or short-term injuries may need to supply medical certificates.

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# Certificate in Visual Arts - CUA31120 (CVA)

## Vocational Education Training



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

A Certificate III Visual Arts provides students with the opportunity to explore art media, styles and techniques in areas such as Drawing, Painting, Printmaking, Ceramics and Digital Printing, through a range of modules in Visual Art Studies and Contemporary Craft.

The course will be split into the following units:

- Welcome to the Art Studio
- My Voice – Drawing
- My Style – Ceramics
- My Dreams – Painting
- My Space – Photography
- My World – Art Appreciation
- My Vibe – Jewellery Making
- My Work – Exhibition

### PATHWAYS

The study of this subject may lead students to the following future pathways:

- Professional Artist
- Art Teacher
- Graphic Designer
- Cartoonist
- Arts Management
- Event Management
- Designer

### PREREQUISITES

Nil

### ENTRY REQUIREMENTS

- Studied visual art in any years 7-10.
- A genuine interest in Visual Art.
- Motivated to learn and succeed.

## UNITS OF COMPETENCY

Code	Title
BSBWHS211	Contribute to health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
CUACER311	Produce ceramic works
CUADRA311	Produce drawings
CUAIND311	Work effectively in the creative arts industry
CUAJWL311	Produce jewellery
CUAPAI311	Produce paintings
CUAPHI312	Capture photographic images
CUAPPR312	Document the creative work progress
CUAPRI312	Produce prints

## ASSESSMENT

Students will be assessed through the following modes:

- Products – creation of art works.
- Folios of work
- Observation Checklists
- Verbal Questioning

## ADDITIONAL COSTS

Students will be offered an opportunity to attend an excursion to the Gallery of Modern Art in Brisbane City which will incur a cost.

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# Certificate II Skills for Work & Vocational Pathways – FSK20119 (XSW)

## Vocational Education Training

## Mandatory Subject



VET

**RTO: Tullawong State High School, Provider no. 30447**

### OVERVIEW

The aim of this course is for students to have obtained the VET Certificate II Skills for Work & Vocational Pathways over two years. In accomplishing this task, students will have knowledge of workplace competencies.

### PATHWAYS

This course provides students with knowledge to support their construction of a Resume and knowing legislative workplace knowledge for employment.

### PREREQUISITES

Nil

### ENTRY REQUIREMENTS

Nil

### UNITS OF COMPETENCY

Code	Title
FSKDIG003	Use digital technology for routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in a business environment
BSBWHS211	Contribute to health and safety of self and others
FSKRDG009	Read and respond to routine standard operating procedures
FSKLRG01	Use routine strategies for career planning
FSKOCM006	Use oral communication skills to participate in workplace teams.
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKOCM007	Interact effectively with others at work

## ASSESSMENT

- Students will be assessed using a variety of techniques including:
- Project work/Folio of work
- Written questioning
- Observations/Demonstrations

## ADDITIONAL COSTS

There are no additional costs outside of the SRS.

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