

TULLAWONG STATE HIGH SCHOOL

## SENIOR SUBJECT GUIDE

Registered Training Organisation Provider

Number 30447



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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 changing 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.

## Introduction

This resource provides a guide to students and parents/caregivers in senior subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of our school's curriculum offerings along with national recognised qualifications (VET).

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Course syllabuses as well as vocational offerings.

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

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

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)

## General Syllabuses

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

## Applied & 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.

## Senior External Examination

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

## Short Courses 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.

## General Syllabuses and Short Courses

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

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

## Applied Syllabuses

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

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

## Vocational Education and Training (VET)

Students can access VET programs through 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 General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

## English Requirement

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

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

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

## General Syllabuses

### Structure

The syllabus structure consists of a course overview and assessment.

### General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension Syllabuses Course Overview

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 courses of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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



## Assessment

### Units 1 and 2 Assessments

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

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

2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/caregivers 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.

## 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 syllabuses are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

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

### Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific Standards Matrixes

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

## Essential English and Essential Mathematics — Common Internal Assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA. The CIA is not privileged over the other summative internal assessment.

## Summative internal assessment — instrument-specific standards

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

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

## Senior External Examinations

### Course Overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
- to meet tertiary entrance or employment requirements
- for personal interest.
- Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.
- For more information about the Senior External Examination, see: [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

## Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

## Short Courses

### Course Overview

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

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

### Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

## Senior School at Tullawong State High School

### Programs on Offer

**Academies** – Since 2015 Tullawong has been offering students access to our Academy programs. The Academies are distinctive programs that develop and extend students within specialised fields of expertise. Applications for entry into the Tullawong State High School Academy Program are taken at specific times each year for enrolment in the following year's program. If an Academy listed below interests you, please contact the school for closing dates:

- Creative Industries Academy;

**Explore Uni Program** - Tullawong has strong links to Queensland University of Technology (QUT) and programs are organised for most year levels to experience University and what it has to offer students. The program also encompasses days of excellence where QUT personnel come into the school to provide programs for primary students.

**Tutoring Program** – Tullawong staff are supportive of students, and as demonstrated after school each week, staff offer their time to tutor students of all year levels. Staff may tutor students in lunch breaks when required. These times allow students the opportunity to gain an understanding of new work and to gain help if there are components of work they do not understand.

### Managing Risks in School Curriculum Activities

Tullawong State High School is committed to the health, safety and well-being of students, staff and others involved in all curriculum activities conducted in the school and other locations.

The school:

- Establishes the effective management of curriculum risk.
- Outlines the responsibilities that school staff, students and others have for the safe delivery of curriculum activities.

- Advises that the level of risk involved in curriculum activities ranges from low to extreme.
- Offers subjects such as Industrial Technology, Home Economics, Science and Physical Education which involve some high (Year 10/11/12) risk activities and may involve extreme (Year 10/11/12) risk activities. These high or extreme risk activities are managed according to the Department's Curriculum Activity Risk Assessments (CARAs) which align with Workplace Health and Safety regulations. Courses that involve high risk activities are indicated in this handbook. When you sign the subject selection form, you are giving your child permission to partake in these activities.
- If as a parent or guardian, your child has medical reasons that may affect their participation in an activity you will need to contact the school to discuss their situation.



## VET Student Service Agreement

The Registered Training Organisation (RTO) guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Issuing of all qualifications and statements require students to have a unique student identifier (USI).

## VETis Funding

VETis qualifications funded by the Government VET investment budget are listed on the [Priority Skills List](#). Students undertaking VETis, funded by the VET Investment budget, can complete one (1 only) employment stream qualification at the certificate I or II level. VETis qualifications on the Priority Skills List are at the certificate I and II level.

That is – a student who has accessed VETis funding for any VET qualification can only do so once.

## School-based Apprenticeship and Traineeships (SATs)

The School-Based Apprenticeship and Traineeship (SATs) Program allows students to train in an industry area to achieve a vocational qualification while working towards their Queensland Certificate of Education (QCE). Many SATs may continue after Year 12 but it is anticipated that most SATs are completed by the end of Year 12.

School-based trainees are paid for the time they spend in the employer's workplace, receive structured competency-based training, or are trained by a registered training organisation of the employer's choosing.

Aims of the program:

- to provide students with the opportunity to develop skills and knowledge relating to actual employment situations
- to allow students to start, and in some cases complete, a vocational qualification while still at school
- to improve post schooling employment and training opportunities for students
- to improve links between education and industry.

### Conditions:

- National guidelines state that SATs are primarily for Year 10,11 and 12 students.
- Child Care qualifications state that a student must be aged 17 years to access this SAT.
- Schools are responsible for notifying Education Queensland Vocational Education and Training branch of changes in status of training contracts (cancellation, completions)
- Training plans provide a structured approach to the selection and attainment of competencies. They are developed by the Registered Training Organisation in conjunction with the employer, trainee and school.

**Further information:**

Parents should feel free to contact the school with any further queries. Enquiries should be directed to Head of Department - Senior Schooling or the School's Industry Liaison Officer.

**Off Campus Courses**

Tullawong SHS offers its senior students' multiple pathways during their Senior Phase of Learning. Students may choose to combine non-school studies with the school program. Courses are offered by TAFE, SkillsTech and universities. These will provide alternative pathways for students to gain credits towards the Qld Certificate of Education (QCE).

**TAFE**

Refer to the Web sites below for the courses offered in the TAFE at Schools Program.

[tafebrisbane.edu.au](http://tafebrisbane.edu.au)  
[tafeskillstech.edu.au](http://tafeskillstech.edu.au)

**Applications need to be submitted directly to TAFE with notification provided to the school. Some programs are very competitive. Early application is essential.**

Students need to arrange their own way to these study programs. Attendance is marked and the school is kept informed.

See the Vocational Education and Placement Coordinator in the Resource Centre to make enquiries and check notices and school emails for further information.

**University Studies**

Check university websites for programs that allow high school students to study University courses. Look for Headstart program from USC (University of Sunshine Coast), Start QUT program from QUT (Queensland University of Technology) and ESP (Enhanced Studies Program) from UQ (University of Queensland). See the Guidance Officer.

Students need to arrange their own way to these study programs.

# General Mathematics – MAG

## General Senior Subject

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.

### Prerequisites

Year 10 Mathematics – C or better

### Recommendations for Success

Year 10 Mathematics – B or better

## Structure

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

## Assessment

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

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

## Summative Assessments

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



# Mathematical Methods - MAM

## General Senior Subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

Year 10 Mathematics

### Recommendations for Success

Year 10 Mathematics

## Structure

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

## Assessment

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

# Specialist Mathematics - MAS

## General Senior Subject

Specialist Mathematics' major domains are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus.

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practicing essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

### Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

### Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and Matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus.

### Prerequisites

Year 10 Mathematics – B

### Recommendations for Success

Year 10 Mathematics – A

## Structure

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

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

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

# Essential Mathematics – MAE

## Applied Essential Senior Subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

Nil

### Recommendations for Success

Work consistently in every lesson.

Ask questions if you are having difficulty understanding the topic.

## Structure

Unit	Unit Outline	Assessment Summary
1	Number, data and graphs Fundamental topic: Calculations Number Representing data Graphs	
2	Money, travel and data Fundamental topic: Calculations Managing money Time and motion Data collection	
3	Measurement, scales and data Fundamental topic: Calculations Measurement Scales, plans and models Summarising and comparing data	
4	Graphs, chance and loans Fundamental topic: Calculations Bivariate graphs Probability and relative frequencies Loans and compound interest	

## Assessment

Schools devise assessment sin 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	Unit Outline	Assessment Summary
3	Problem-solving and modelling task Common internal assessment (CIA)	Summative internal assessment 1 (IA1): Summative internal assessment 2 (IA2):
4	Problem-solving and modelling task Examination	Summative internal assessment 3 (IA3): Summative internal assessment (IA4):

# English - ENG

## General Senior Subject

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

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

Year 10 English – B or better.

### Recommendations for Success

Year 10 English – B or better

## Structure

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

## Assessment

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



# Essential English – ENE

## Applied Essential Senior Subject

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including 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.

### 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.

## Structure

Unit	Unit Outline	Assessment Summary
1	Language that works Responding to a variety of texts used in and developed for a work context Creating multimodal and written text	
2	Texts and human experiences Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts	
3	Language that influences Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences	
4	Representations and popular culture texts 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	Unit Outline	Assessment Summary
3	Extended response — spoken/signed response	Summative internal assessment 1 (IA1):
	Common internal assessment (CIA)	Summative internal assessment 2 (IA2):
4	Extended response — Multimodal response	Summative internal assessment 3 (IA3):
	Extended response — Written response	Summative internal assessment (IA4):

# Ancient History - AHS

## General Senior Subject

Ancient History provides opportunities for students to study people, societies, and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

### Pathways

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

### Objectives

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

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

### Prerequisite

Year 10 History or Geography – B or better.

### Recommendations for Success

Year 10 History or Geography – B or better.

## Structure

Unit	Unit Outline	Assessment Summary
1	Investigating the ancient world Digging up the past archaeology and famous archaeological sites Beliefs and rituals and funerary practices in Ancient Egypt	
2	Personalities in their time Hatshepsut, the first female pharaoh of Egypt Alexander the Great, one of history's greatest military minds Boudica, the queen of the Celts	
3	Reconstructing the ancient world Fifth Century Athens (BCE) – Ancient Greece Early Imperial Rome Pompeii and Herculaneum	
4	People, power and authority Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination Augustus	

## Assessment

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

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

## Summative Assessments

Unit	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 - BUS

## General Senior Subject

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.

### Structure

Unit	Unit Outline	Assessment Summary
1	Business Creation Topic 1 - Fundamentals of business Topic 2 - Creation of business ideas	
2	Business Growth Topic 1 - Establishment of a business Topic 2 - Entering markets	
3	Business Diversification Topic 1 - Competitive markets Topic 2 - Strategic development	
	Business Evolution Topic 1 - Repositioning a business Topic 2 - Transformation of a business	

### Objectives

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

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

### Prerequisites

Year 9 or year 10 Business – B or better.

## Recommendations for Success

Year 10 English – B or better.

Year 9 or Year 10 Business.

## 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 – GEG

## General Senior Subject

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.

### Structure

Unit	Unit Outline	Assessment Summary
1	Responding to risk and vulnerability in hazard zones Natural hazard zones Ecological hazard zones	
2	Planning sustainable places Responding to challenges facing a place in Australia Managing the challenges facing a megacity	
3	Responding to land cover transformations Land cover transformations and climate change Responding to local land cover transformations	
4	Managing population change Population challenges in Australia Global population change	

### 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 landmanagement; 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:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

### Prerequisites

Year 9 or 10 History or Geography – B or better.

## Recommendations for Success

Year 9 or 10 History or Geography – B or better.

## 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 – 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 – LEG

## General Senior Subject

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 develop, are universally valued in business, health, science and engineering industries.

### Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

### Prerequisites

Year 9 or year 10 English - B or better

### Recommendations for Success

Year 10 English – B or better.

Year 9 or Year 10 Civics and Citizenship.

## Structure

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

## 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 Assessment

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 - MHS

## General Senior Subject

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

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

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

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

### Structure

Unit	Unit Outline	Assessment Summary
1	Ideas in the modern world Australian Frontier Wars: massacres and genocide 1788–1930s Industrial Revolution: from farming to factory life in England	
2	Movements in the modern world Anti-apartheid movement in South Africa, 1948–1991 Women’s Movement since 1893 (Women’s suffrage in New Zealand becomes Law)	
3	National experiences in the modern world Germany: Hitler’s rise to power 1914– 1945 United States of America: The Roaring Twenties	
4	International experiences in the modern world Australian engagement with Asia since 1945: the Vietnam war Genocides and ethnic cleansings: The Holocaust	

### Assessment

Schools devise assessment 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 Assessment

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%

### Prerequisites

Year 9 or year 10 History - B or better

### Recommendations for Success

Year 10 English – B or better.

# Social & Community Studies - SCS

## Applied Senior Subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practice, develop and value social, community and workplace participation skills.

### Pathways

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

### Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

### 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

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core Life Skills	Elective Topics	
Personal skills — Growing and developing as an individual Interpersonal skills — Living with and relating to other people Citizenship skills — Receiving from and contributing to community	The Arts and the community: the role and power of the arts Australia's place in the world: tourism and migration Health: Food and nutrition Health: Recreation and leisure	Legally, it could be you: the legal system Science and technology – scientific and technological advancements in our society Today's society: social issues

## 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:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item on the test

# BSB30120 Certificate III in Business – CBU

## Vocational Education and Training

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.

### Pathway

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

#### Core units

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

#### Elective units

BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBTEC302	Design and produce spreadsheets
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaints
FNSACC313	Perform financial calculations

### 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

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

# BSB50120 Diploma of Business (Business Development)– XDI Vocational Education and Training (External RTO)

Get Set Vocational Education and Training Pty. Ltd. (T/as Get Set Education)

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Phone: 1300 446 448

Email: info@getset.edu.au



*The units offered by Get Set Education have been selected for their relevance to current work environments*

## VET in Schools Program

### BSB50120 Diploma of Business (Business Development) XDI

**Get Set Vocational Education and Training Pty. Ltd.** (T/as Get Set Education)

**RTO ID:** 45252

**Phone:** 1300 446 448

**Email:** info@getset.edu.au

The Diploma of Business is a qualification designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results.

#### **Delivery**

This qualification is offered through a partnership with an external provider (Get Set Education and the School.) Training is delivered in a blended model of face-to-face training and online modules and assessment. Enrolment in the course is completed online.

#### **Pathways**

Upon successful completing of the BSB50215 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant
- Program Coordinator.

Maximum 8 QCE Credits (Queensland)

Students may be able to improve their chances of university-entry

#### **Prerequisites**

It is recommended that students have achieved a sound level (C) of achievement in Year 10 English.

#### **Selection Process**

You will be required to complete a language, literacy and numeracy (LLN) assessment prior to finalising your enrolment to ensure that the course is suitable for you and that Get Set Education is able to meet your individual needs. The assessment includes an online test. If you do not achieve the required level in your LLN assessment, Get Set Education will, (where possible) provide student support measures.

#### **Objectives**

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

- demonstrate skills in leadership, management and business administration
- describe and explain concepts and ideas regarding delivering a service to customers
- select and analyse e-business solutions and manage business document design and development
- apply strategies to manage financial plans and control risks within a business
- identify and evaluate marketing opportunities including personal branding
- create and manage recruitment, selection and induction processes



## Units of Competency

The BSB50120 Diploma of Business with a Business Development specialisation requires the completion of the following 12 units of competency:

BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS601	Develop and implement business plans
SIRXMGT005	Lead the development of business opportunities
BSBMKG546	Develop social media engagement plans
SIRXMKT006	Develop a social media strategy
BSBCRT511	Develop critical thinking in others
BSBXC501	Lead communication in the workplace
BSBOPS505	Manage organisational customer service
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBOPS504	Manage business risk
BSBFIN501	Manage budgets and financial plans

Learners develop a small business concept (for their practical venture) in class which, they then base subsequent assessments from.

## Assessment

Students will have both theoretical and practical assessments throughout the course. Students are assessed through:

- Practical tasks/observations
- Written reports
- Group Projects
- eLearning Projects
- Learner portfolio

**Course Duration:** 18 months

**Costs:** Total Tuition Fee - \$800.00 + a non-refundable enrolment fee of \$49.00\*.

**Payment Plan:** If you select the monthly payment plan option, you will be emailed a link to Debit Success to set-up a 12-monthly direct debit. Please note, that the payment plan incurs a one-off administration fee of \$12.00 and a transaction fee of 4.4% (including GST).

\*The \$49.00 enrolment fee, must be paid within the enrolment form separately.

### **12-monthly direct debit:**

Teacher-led delivery at school: \$69.74 per month for 12 months + \$12.00 administration fees = \$848.88

**Inclusions:** Unless otherwise specified, tuition fees include all the training and assessment as well as required resources for students to achieve the qualification or course in which they are enrolling.

**Additional charges apply if students require:** Additional copies of a student's qualification/record of results and/or Statement of Attainment.

A cost of \$10.00 per document applies and \$5.00 if Express Post is required.

Other costs (not included) to be aware of: Notebooks/pens/laptops\* or other general stationary required or students to complete their work.

**\*A note about computers:** All assessment tasks require access to a computer and the internet, therefore students are required to bring a laptop/iPad.

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

# 39292QLD Certificate IV in Justice Studies – CJS

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

RTO: Unity College, Provider No. 32123

**Duration:** 2 years



## Overview

Certificate IV in Justice Studies is an accredited course. The 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.

Certificate IV

**Aims** 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

Core Topics (6)		Elective Topics (4)	
NAT10971001	Provide information and referral advice on justice-related issues	BSBPEF402	Develop personal work priorities
NAT10971002	Prepare documentation for court proceedings	BSBLEG523	Apply legal principles in tort law matters
NAT1097003	Analyse social justice issues	PSPREG010	Prepare a brief of evidence
BSBXC401	Apply communication strategies in the workplace	BSBLDR414	Lead team effectiveness
PSPREG003	Apply Regulatory Powers	PSPREG012	Gather Information through interviews
BSBLEG421	Apply understanding of the Australian Legal System		

## 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.

**Costs:** \$750 up-front fee (current at 30<sup>th</sup> September 2022)      **Technology required:** Access to the internet

**Refund Policy:** Refund for students exiting a certificate course is on prorata 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.

# ICT30120 Certificate III in Information Technology – VIT

## Vocational Education and Training

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.

### Pathway

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

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

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# SIR20216 Certificate II in Retail Services – QIR

## Vocational Education and Training

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.

### Pathway

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

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



# SIT20322 Certificate II in Hospitality – VHS

## Vocational Education and Training

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

### Overview

Studying Certificate II in Hospitality provides students with a foundation on which to build their hospitality knowledge allowing each student to develop preparatory skills for a start in the industry. Students will learn basic skills to work effectively and safely, develop basic practical skills with food and beverages, and foster personal skills and qualities needed to work in the Hospitality Industry.

The study of this course at school level involves successfully completing both theoretical and practical work. Students are required to complete 12 three hour shifts as part of this course in the form of functions. These will be held at the school and within the local community. Students gain valuable experience through planning, organising and managing functions, some of which are outside school hours.

### Units of Competency

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygiene practices for food safety
SITHCCC002	Prepare and present simple dishes
SITXFIN001	Process financial transactions
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
TLIE1005	Carry out basic workplace calculations

### Third Party Arrangement

The unit SITHFAB002 Provide Responsible Service of Alcohol, will be delivered and assessed by CTA Training Specialists RTO 31607 Phone 0738787291. CTA Training Specialists will issue a Statement of Attainment upon successful completion of this unit. This will be recorded as a credit transfer on the students' record for SIT20316 Certificate II Hospitality

### Pathway

Certificate II in Hospitality provides pathways to: work in various hospitality settings such as restaurants, hotels, catering operations, clubs and coffee shops.

Job prospects include:

- Café attendant
- Bar attendant
- Catering assistant
- Food and beverage attendant
- Front office assistant
- Porter
- Room attendant

### Prerequisites

Nil

### Additional Information

- A strong interest in food preparation
- Expectation to undertake 36 hours of industry placement.

### Additional Costs

RSA Certificate - \$25

Hospitality Shirt - \$20

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



<b>RTO Details</b>	<b>Blueprint Career Development</b> RTO # 30978 1300 851 550 <a href="http://www.blueprintcd.com.au">www.blueprintcd.com.au</a>
<b>Qualification</b>	<b>SIT20322 Certificate II in Hospitality</b>
<b>The Queensland Government funds vocational and educational training in Schools funding (VETiS).</b>	<p>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, <b>free of charge</b>. You can still enrol in the course if you have used your VETiS Funding or do not meet the eligibility criteria. The cost is \$1200</p> <p><b>Eligibility criteria</b></p> <p>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.</p> <p><b>Please refer to the Queensland Government’s student fact sheet explicitly developed for the VETiS program:</b> <a href="https://desbt.qld.gov.au/training/providers/funded/vetis">https://desbt.qld.gov.au/training/providers/funded/vetis</a>.</p>
<b>Course length</b>	18 months
<b>Pre-requisites</b>	There are no pre-requisites for this qualification.
<b>Reason for studying Hospitality</b>	<p>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.</p> <p>This course includes SITHFAB021 Provide responsible service of alcohol (<b>RSA</b>) which can help you gain employment.</p> <p><b>QCE points: Successful completion of the Certificate II in Hospitality could contribute four (4) credits towards QCE points</b></p>
<b>Career pathways and further studies</b>	<p>Career Pathways include café attendant, catering assistant, food and beverage attendant, and apprentice chef.</p> <p>Further study could occur in Certificate III in Hospitality (SIT30622), Certificate III in Commercial Cookery (SIT30821) or a Bachelor of Business (Hospitality &amp; Tourism Management).</p>

<b>Course Outline</b>	<b>SIT20322 Certificate II in Hospitality: 12 units must be completed. (6 core units and six elective units)</b>		
	<b>YEAR 11 SEMESTER 1</b>	<p>Use hygienic practices for food safety</p> <p>Participate in safe work practices</p> <p>Prepare simple dishes</p> <p>Work effectively with others</p>	<p><b>Online theory and classwork</b> – Costings and order food, work plan preparation and principles of plate selection and food positioning</p> <p><b>Practical skills</b> – Knife skills, preparing simple dishes (e.g. salads, pasta dishes, soups, preparing a cold buffet)</p> <p><b>Hygiene skills</b> - Evaluating kitchen cleanliness and creating cleaning schedules Practical kitchen cleaning and sanitising.</p> <p><b>Teamwork</b> – How to work in a team and the allocation of tasks</p>
	<b>YEAR 11 SEMESTER 2</b>	<p>Prepare and serve non-alcoholic beverages</p> <p>Prepare sandwiches</p> <p>Interact with customers</p> <p>Prepare and serve espresso coffee.</p> <p>Serve food and beverage.</p>	<p><b>Online theory and classwork</b> – Laying tables, service cycle, plate carrying and clearing. Cleaning and maintaining the espresso machine. Communicating with customers and colleagues</p> <p><b>Group practical function preparation</b> - Source recipes and develop recipe book, costing and food orders for sandwiches (wraps, open grills, BLT, steak sandwiches, burgers, finger sandwiches)</p> <p><b>Practical skills (Coffee Shop)</b> - Set up, make coffee (e.g. black, macchiato, affogato, cappuccino, latte), present food, take and serve orders and end of shift cleaning.</p>
	<b>YEAR 12 SEMESTER 3</b>	<p>Cultural and social diversity</p> <p>Hospitality knowledge, including RSA</p> <p>Gain hospitality experience</p>	<p><b>Online theory and classwork</b> – Cultural inclusion, anti-discrimination laws, and teamwork.</p> <p><b>Practical skills</b> - SITHFAB021 Provide responsible service of alcohol unit so students can gain employment in beverage service.</p>
<b>Assessments</b>	<p>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.</p> <p>Assessment may be conducted at the school using a simulated work environment.</p> <p>Functions will occur, and these may occur out of class time at times.</p>		
<b>Work Placement</b>	<p>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).</p>		

<b>Hospitality experience</b>	<p>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.</p> <p>Highlights include:</p> <ul style="list-style-type: none"> <li>• 1 night's accommodation (twin-share)</li> <li>• 1 buffet breakfast</li> <li>• 2 Lunches in the staff cafeteria and a graduation lunch on the final day</li> <li>• 1 Dinner in the hotel restaurants</li> <li>• Hotel tour, welcome and induction</li> <li>• 3 service periods of 3.5 hours in selected departments</li> </ul>
<b>Clothing requirements</b>	<p>White shirt, black pants or skirt and black covered footwear.</p>
<b>School point of contact</b>	<p>Deputy Senior School</p>



# Building & Construction Skills – BSK

## Applied Senior Subject

Building & Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

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

### Pathways

A course of study in 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:

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

### 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.

### Structure

The Building & Construction Skills course is designed around core and elective topics.

Core Topics	Elective Topics
Industry practices Construction processes	Carpentry plus at least two other electives: Bricklaying Concreting Landscaping Plastering and painting Tiling

## Assessment

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

at least two projects

at least one practical demonstration (separate to the assessable component of a project).

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

# Engineering Skills – ESK

## Applied Senior Subject

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

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

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

### Pathways

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

### Objectives

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

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

### 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.

### Structure

The Engineering Skills course is designed around core and elective topics.

Core Topics	Elective Topics
Industry practices Production processes	Fitting and machining Sheet metal working Welding and fabrication

## Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

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

## Additional Information

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

# Fashion - FAZ

## Applied Senior Subject

Fashion explores what underpins fashion culture, technology, and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

### 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:

- Identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

### 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

## Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core Topics	Elective Topics	
Fashion cultures	Adornment	Fashion in history
Fashion technologies	Accessories	Haute couture
Fashion design	Millinery	Sustainable clothing
	Wearable art	Textiles
	Collections	Theatrical design
	Fashion designers	Merchandising

## Assessment

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

- two projects
- one extended response
- one investigation

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components:  Written: 500–900 words Spoken: 2½–3½ minutes Multimodal: 3–6 minutes Product: 1–4.	Presented in one of the following modes:  Written: 600–1000 words Spoken: 3–4 minutes Multimodal: 4–7 minutes.	Presented in one of the following modes:  Written: 600–1000 words Spoken: 3–4 minutes Multimodal: 4–7 minutes.	Products 1–4

# Furnishing Skills - FUR

## Applied Senior Subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

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

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

### Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry.

With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinetmaker, 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.

## Structure

The Furnishing Skills is a unit course of study

Core Topics	Elective Topics
Industry practices Production processes	Cabinet-making Furniture finishing Furniture-making Glazing and framing Upholstery

## Assessment

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

- two projects
- two practical demonstrations

Project	Practical Demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
A project consists of a product component and a multimodal response	Students demonstrate production skills and procedures in class under teacher supervision.

## Additional Information

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



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

## Vocational Education and Training (External RTO)

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

### **Prerequisites:**

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

**Duration:** 2 years

### **Senior Course 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).

### **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.

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

CHC30121	Certificate III in EARLY CHILDHOOD EDUCATION AND CARE	RTO 30380
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
CHCPR001	Identify and respond to children and young people at risk	Core
HTLAID012	Provide First Aid in an education and care setting	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCPR003	Reflect on and improve own professional practice	Elective
HLTFSE001	Follow basic food safety practices	Elective

### 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.

### Cost

The total cost of the course is \$400. This consists of \$200, which will be forwarded to the RTO– Deception Bay State High School – on your behalf. \$200 covers the cost of First Aid training, childcare placement shirt and additional course resources.

*Approval for advertising granted.*



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

# Physical Education - PED (AS)

## General Subject

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

Year 10 Health and Physical Education – B or better

## Structure

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

## 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.

# SIS20122 Certificate II in Sport and Recreation - XSR

## Vocational Education and Training

**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.

### Pathway

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

HLTWHS001	Participate in workplace health & safety
SISOFLD001	Assist in conducting recreation sessions
SISXCCS004	Provide quality service
SIXEMR003	Respond to emergency situations
SIXFAC006	Maintain activity equipment
SIXIND011	Maintain sport, fitness and recreation industry knowledge
HLTAID011	Provide first aid
SIXLPD001	Provide hire for activities
SIXPLD004	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 are no additional costs outside of the SRS

### **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



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

Vocational Education and Training

RTO: Binnacle Training, Provider No. 31319

2023 EDITION

# FITNESS IN SCHOOLS

SIS30321 CERTIFICATE III IN FITNESS +  
SIS20115 CERTIFICATE II IN SPORT AND RECREATION



## HOW DOES IT WORK

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

Students facilitate fitness programs within their school community.

**Programs include:**

- › 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

**Includes entry qualification:**

SIS20115 Certificate II in Sport and Recreation (only in Dual Qualification)

Pathway into SIS40221 Certificate IV in Fitness - with another Registered Training Organisation.



## WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › Entry qualification: SIS20115 Certificate II in Sport and Recreation (only in Dual Qualification)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid

**Direct pathway into:**

- › Certificate IV in Fitness with FIT College (RTO: 31903)—Binnacle graduates receive a \$500 discount!
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)



## 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



## CAREER PATHWAYS



FLEXIBLE PROGRAMS

PRACTICAL SUBJECTS

RESOURCES PROVIDED



**Binnacle Training**  
RTO CODE 31319



1300 303 715  
admin@binnacletraining.com.au  
binnacletraining.com.au



# SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:  
SIS30321 Certificate III in Fitness)

## COURSE OVERVIEW & OUTLINE

Registered Training Organisation:  
Binnacle Training (RTO 31319)

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

This program also includes the following:

- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Sport Australia
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness at another provider

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.

**Delivery Format:**  
2-Year Format

**Timetable Requirements:**  
1-Timetable Line

**Units of Competency:**  
Standalone Qualification -15 Units  
Dual Qualification - Additional 8 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  
(Cert II entry qualification  
= \$265.00 + Cert III Gap Fee = \$100.00)  
+ \$55 First Aid

**QCE Outcome:**  
Maximum 8 QCE Credits

TERM 1		TERM 2	
	<b>TOPICS</b> <ul style="list-style-type: none"> <li>Binnacle Lounge Induction</li> <li>The Sport, Fitness and Recreation (SFR) Industry</li> <li>Apply Knowledge of Coaching Practices</li> <li>Workplace Health and Safety</li> <li>SFR Laws and Legislation</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Bootcamp Program (Teacher Facilitated)</li> <li>Coaching Program (Student Delivery)</li> <li>Respond to an Emergency Situation: Fire Evacuation Drill</li> <li>Online Course: Community Coaching</li> </ul>		<b>TOPICS</b> <ul style="list-style-type: none"> <li>Respond to Emergencies</li> <li>Provide First Aid and CPR</li> <li>Risk Analysis</li> <li>Organise Work</li> <li>Community Fitness Programs</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Community Fitness Program: Plan and Conduct Community Fitness Sessions for Junior Secondary School Participants</li> <li>Short Course: Provide First Aid (HLTAID011)</li> </ul>
<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>			
HLTAID011	Provide First Aid		
	<b>TOPICS</b> <ul style="list-style-type: none"> <li>Body Systems</li> <li>The Cardiorespiratory System</li> <li>Descriptive Terminology</li> <li>The Musculoskeletal System</li> <li>Provide Quality Customer Service</li> <li>Plan and Deliver Exercise Programs</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>One-on-One Cardio Program</li> <li>Group Conditioning Sessions for Adolescent Participants</li> </ul>		<b>TOPICS</b> <ul style="list-style-type: none"> <li>Introduction to Nutrition (Binnacle Online Delivery)</li> <li>Digital Technologies in the Workplace (Binnacle Online Delivery)</li> <li>Environmentally Sustainable Work Practices in the SFR Industry</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Group Nutrition Presentation</li> <li>Strength and Conditioning Program for Peers</li> </ul>
	<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>		<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>
HLTWHS001	Participate in workplace health and safety	BSBSUS211	Participate in sustainable work practices
SISXEMR001	Respond to emergency situations	BSBWOR202	Organise and complete daily work activities
SISXIND001	Work effectively in sport, fitness and recreation environments	BSBTEC201	Use business software applications
SISXCAI002	Assist with activity session	BSBTEC202	Use digital technologies to communicate in a work environment
SISXIND002	Maintain sport, fitness and recreation industry knowledge	BSBTEC203	Research using the internet
SISXCCS001	Provide quality service	ICTICT203	Operate application software packages
	<b>TOPICS</b> <ul style="list-style-type: none"> <li>Conducting Health Assessments</li> <li>Plan and Deliver Exercise Programs</li> <li>Anatomy &amp; Physiology</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Fitness Orientation Program: Client Orientation</li> <li>One-on-One Gym Program: Adolescent Client</li> </ul>		<b>TOPICS</b> <ul style="list-style-type: none"> <li>Older Clients</li> <li>Specific Population Clients</li> <li>Anatomy and Physiology</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Gentle Exercise Program</li> <li>Mobility Program</li> <li>Specific Populations: Plan and Deliver Programs for Scenario Clients</li> <li>Community Fitness Program: Primary School Participants</li> </ul>
	<b>TOPICS</b> <ul style="list-style-type: none"> <li>Older Clients</li> <li>Specific Populations</li> <li>Anatomy and Physiology</li> </ul> <b>PROGRAMS</b> <ul style="list-style-type: none"> <li>Group Exercise and Gym-based One-on-One Sessions:</li> <li>Female and Male Adults aged 18+; and</li> <li>Older adults aged 55+</li> </ul>		<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>
		SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
		BSBOPS304	Deliver and monitor a service to customers
		BSBPEF301	Organise personal work priorities
		SISFFIT035	Plan group exercise sessions
		SISFFIT036	Instruct group exercise sessions
		SISFFIT032	Complete pre-exercise screening and service orientation
		SISFFIT033	Complete client fitness assessments
		SISFFIT052	Provide healthy eating information
		SISFFIT040	Develop and instruct gym-based exercise programs for individual clients

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

Approval for advertising granted.



# Biology - BIO

## General Senior Subject

Biology provides opportunities for students to engage with living systems.

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

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

Year 10 Science – B or better.

### Recommendations for Success

Year 10 Maths – B or better

Year 10 English – C or better.

## Structure

Unit	Unit Outline	Assessment Summary
1	<b>Cells and multicellular organisms</b> Cells as the basis of life Multicellular organisms	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>Maintaining the internal environment</b> Homeostasis Infectious diseases	FIA2 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 Ecosystem dynamics	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> DNA, genes and the continuity of life Continuity of life on Earth	FIA2 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 — questions, scenarios and problems.

## 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 – CHM

## General Senior Subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

Year 10 Science – B or better.

### Recommendations for Success

Year 10 Maths – B or better.

Year 10 English – C or better.

## Structure

	<p>Chemical fundamentals — structure, properties and reactions</p> <p>Properties and structure of atoms</p> <p>Properties and structure of materials</p> <p>Chemical reactions —reactants, products and energy change</p>	<p>FIA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.</p> <p>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.</p>
	<p>Molecular interactions and reactions</p> <p>Intermolecular forces and gases</p> <p>Aqueous solutions and acidity</p> <p>Rates of chemical reactions</p>	<p>FIA2 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.</p> <p>FIA4 Examination - The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and problems.</p>
	<p>Equilibrium, acids and redox reactions</p> <p>Chemical equilibrium systems</p> <p>Oxidation and reduction</p>	<p>IA1 Data Test - This assessment focuses on the application of a range of cognitions to multiple provided items — questions, scenarios and problems.</p> <p>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.</p>
	<p>Structure, synthesis and design</p> <p>Properties and structure of organic materials</p> <p>Chemical synthesis and design</p>	<p>FIA2 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.</p> <p>EA Examination - The examination assesses the application of a range of cognitions to multiple provided items — questions, scenarios and problems.</p>

## Assessment

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

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

## Summative assessments

Unit	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 - PHY

## General Senior Subject

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

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them.

They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

## 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	FIA2 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	FIA2 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 — questions, scenarios and problems.

## 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 - PSY

## General Senior Subject

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

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

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

### Pathways

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

### Objectives

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

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



## Structure

Unit	Unit Outline	Assessment Summary
1	Individual development Psychological science A The role of the brain Cognitive development Human consciousness 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	Individual behaviour Psychological science B Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation	FIA2 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	Individual thinking Localisation of function in the brain Visual 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	The influence of others Social psychology Interpersonal processes Attitudes Cross-cultural psychology	FIA2 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 — questions, scenarios and problems.

## 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%

# MSL30118 Certificate III in Laboratory Skills - LBS

## Vocational Education Training

**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.

### Pathway

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

MSL913003	Communicate with other people
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
MSMENV272	Participate in environmentally sustainable work practices
MSL953003	Receive and prepare samples for testing
MSL973013	Perform basic tests
MSL973014	Prepare working solutions
MSL973019	Perform microscopic examination
MSL912001	Work within a laboratory/field workplace (induction)
MSL972001	Conduct routine site measurements
MSL924003	Process and interpret data

### 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

Excursions may be held to a variety of different laboratory/analytical science workplaces. These will depend on availability.

### 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.



# AHC20416 Certificate II in Horticulture - AHC

## Vocational Education Training

**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.

### Pathway

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, Landscape, Grounds keeping, Turf management, Parks and gardens

### Prerequisites

Nil

### Entry Requirements

Year 10 Science – C or better recommended.

### Units of Competency

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
AHCNSY203	Undertake propagation activities
AHCPCM202	Collect, prepare and preserve plant specimens
AHCPGD202	Prepare and maintain plant displays
AHCPGD203	Prune shrubs and small trees
AHCWRK205	Participate in workplace communications
AHCWRK207	Collect and record production data
AHCWRK209	Participate in environmentally sustainable work practices

### 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

There are no additional costs outside of the SRS

### Additional Information

Nil

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



# Dance in Practice – DIP

## Applied Senior Subject

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

### 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

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

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

### Prerequisites

Nil

### Recommendations for Success

- C or higher in dance from previous years or study
- C or higher in English
- A genuine interest and passion in the area of dance
- A willingness to participate and perform in front of audiences
- Work consistently in every lesson.
- A keen interest in the subject.
- A willingness to perform in front of others.

### Structure

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

Core Topics	Elective Topics
<ul style="list-style-type: none"><li>• Being a dancer (C1.1)</li><li>• Observing and teaching others (C1.2)</li><li>• Health and safe practices (C1.3)</li><li>• Production design and enactment (C2.1)</li><li>• Choreographic skills (C2.2)</li><li>• Group work and communication (C2.3)</li><li>• Responding to dance information and dance works (C3.1)</li><li>• Dance terminology and language (C3.2)</li><li>• Dance genres, styles and contexts (C3.3)</li></ul>	<ul style="list-style-type: none"><li>• Ballet</li><li>• Jazz</li><li>• Contemporary</li><li>• Musical Theatre</li><li>• Hip Hop</li><li>• Lyrical</li><li>• World Dance Styles</li></ul>

## Assessment

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

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

<b>Project</b>	A response to a single task, situation and/or scenario that contains two or more components.
<b>Performance</b>	A technique that assesses the physical demonstration of identified skills.
<b>Product</b>	A technique that assesses the production of a design solution.
<b>Extended Responses</b>	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<b>Investigations</b>	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

<b>Project</b>	<p>A project occurs over a set period of time. Students may use class time and their own time to develop a response.</p> <p>A project consists of <b>at least two</b> different assessable components, one of which must be a dance performance and one other chosen from the following components:</p> <ul style="list-style-type: none"> <li>• written</li> <li>• spoken</li> <li>• multimodal</li> <li>• product</li> <li>• production or teaching performance.</li> </ul>
<b>Performance</b>	<p>This component refers to physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills.</p> <p>Performance components involve student application of identified skills when responding to a task that involves solving a problem, providing a solution, or conveying meaning or intent. A dance performance may be based on repertoire or teacher-devised, student-devised or guest artist choreography.</p>
<b>Product</b>	<p>This component refers to the production of a design solution/folio or choreographic work and will be the outcome of applying a range of cognitive, technical, physical and/or creative/expressive skills. Product components involve student application of identified skills in dance performance, dance production and dance literacies.</p>
<b>Extended Responses</b>	<p>This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, photographs, drawings or diagrams.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• articles for magazines or journals</li> <li>• essays, e.g., analytical, persuasive/argumentative, informative</li> <li>• reviews, e.g., dance performance</li> <li>• reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references</li> <li>• programs.</li> </ul>

# Drama in Practice – DRP

## Applied Senior Subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate, and evaluate a range of dramatic works or events in a variety of settings. Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Students learn essential and industry skills needed by a drama practitioner.

### Pathways

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

### Objectives

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

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

### Prerequisites

Nil

### Recommendations for Success

- C or higher in drama from previous years of study
- C or higher in English
- A genuine interest and passion in the area of drama
- A willingness to participate and perform in front of audiences
- Work consistently in every lesson.
- A keen interest in the subject.
- A willingness to perform in front of others.

### Structure

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

Core Topics	Elective Topics	
Dramatic principles Dramatic practices	Acting (stage and screen) Career pathways (including arts entrepreneurship) Community theatre Contemporary theatre Directing Play building	Scriptwriting Technical design and production The theatre industry Theatre through the ages World theatre

## Assessment

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

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

<b>Project</b>	A response to a single task, situation and/or scenario that contains two or more components.
<b>Performance</b>	A technique that assesses the physical demonstration of identified skills.
<b>Product</b>	A technique that assesses the production of a design solution.
<b>Extended Responses</b>	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<b>Investigations</b>	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.

<b>Project</b>	At least two different components from the following: Written: 500–900 words Spoken: 2½–3½ minutes Multimodal non-presentation: 8 A4 pages max (or equivalent) Presentation: 3–6 minutes Performance onstage (stage acting) 2-4minutes: individual 1½–3 minutes: group Performance onstage (screen acting) 2–3 minutes: individual 1½–2 ½ minutes: group Performance offstage (directing, designing) 4–6 minutes: individual (excluding actors delivering text) Workshop performance (other): variable conditions Product: variable conditions.
<b>Performance</b>	Acting performance (stage) 3–5 minutes: individual 2–4 minutes: group Acting performance (screen) 2½–3½ minutes: individual 2–3 minutes: group Directing performance 5–7 minutes: individual (excluding actors delivering text)
<b>Product</b>	Variable conditions
<b>Extended Responses</b>	Presented in one of the following modes: Written: 600–1000 words Spoken: 3–4 minutes Multimodal non-presentation: 10 A4 pages max (or equivalent) Presentation: 4–7 minutes.
<b>Investigations</b>	Presented in one of the following modes: Written: 600–1000 words Spoken: 3–4 minutes Multimodal non-presentation: 10 A4 pages max (or equivalent) Presentation: 4–7 minutes.

# Media Arts in Practice – MAP

## Applied Senior Subject

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

Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media art-making processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. Through the creation of written, visual, auditory, and interactive texts, students express meaning in a variety of contexts, and gain an appreciation of how media communications connect ideas and purposes with audiences. Students use their knowledge and understanding of design elements and principles to guide the development of their own aesthetic tastes, and to engage with or evaluate others' works. They also learn to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

### 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

- By the conclusion of the course of study, students should:
- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques required for media arts.

### Prerequisites

Nil

### Recommendations for Success

- C or higher in media from previous years or study (if subject was offered in cohort year)
- C or higher in English
- A genuine interest and passion in the area of media
- Work consistently in every lesson.
- A keen interest in the subject.
- A willingness to perform in front of others.



## Structure

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

Core Topics	Elective Topics	
Media Technologies Media Communications Media in Society	Audio Curating Graphic Design Interactive Media	Moving Images Still Image

## Assessment

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

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

## Assessment

Project	Product	Extended Response	Investigation
<p>A response to a single task, situation and/or scenario that contains two or more components</p> <p>Presented in one of the following modes:</p> <p>Written: 400–700 words Spoken: 1½–3½ minutes Multimodal non-presentation: 6 A4 pages max (or equivalent) presentation: 2–4 minutes</p>	<p>A technique that assesses the application of a range of creative, expressive, cognitive, technical and physical skills in the production of media artwork/s.</p> <p>Variable conditions</p>	<p>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p> <p>Presented in one of the following modes:</p> <p>Written: 500–800 words Spoken: 2–4 minutes Multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–5 minutes.</p>	<p>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p> <p>Presented in one of the following modes:</p> <p>Written: 500–800 words Spoken: 2–4 minutes Multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–5 minutes.</p>

# CUA30120 Certificate III in Visual Art – CVA

## Vocational Education Training

**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:

1. Welcome to the Art Studio
2. My Voice – Drawing
3. My Style – Ceramics
4. My Dreams – Painting
5. My Space – Photography
6. My World – Art Appreciation
7. My Vibe – Jewellery Making
8. My Work – Exhibition

### Pathway

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

Work consistently in every lesson.

A keen interest in art.

### Units of Competency

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:

- The creation of art works
- Workplace Health and Safety Demonstrations
- Art folios
- 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.

Students are required to purchase two large canvases outside of the SRS.

- Visual Diary
- Canvas x 2
- USB

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



# CUA20620 Certificate II in Music – CMU

## Vocational Education Training

**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:

- Gig Skills 1 – An Introduction to the Music Industry
- Studio Skills 1 – Listening, Creating and Rehearsing
- Studio Skills 2 – Producing, Recording and Mixing
- Gig Skills 2 – Planning, Organising and Performing

### Pathway

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

- A keen interest in music and the music industry.
- Work consistently in every lesson.
- A willingness to perform in front of others.
- C or higher in music from previous years of study

### Units of Competency

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

## Assessment

Students will be assessed through the following modes:

- Musical performance
- Technical demonstrations
- Projects
- Observation Checklists
- Verbal Questioning
- Product Checklist
- Written exams

## Additional costs

There are no additional costs outside of the SRS.

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



# CUA30120 Certificate III in Dance – CDA

## Vocational Education Training

**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.

Students will be offered tuition in the following dance styles:

- Classical Ballet
- Jazz
- Tap
- Contemporary
- Musical Theatre
- Commercial Dance
- Hip Hop
- World Dance
- Body Conditioning
- Drama
- Vocal Training

Students will also study theoretical units including

- Nutrition
- Safe Dance Practices
- Dance Industry Skills
- Dance History and Appreciation
- Music Appreciation

### Pathway

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

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

### Prerequisites

nil

### Recommendations

- B or higher in dance from previous years of study
- A willingness to participate and perform in the area of dance
- Commitment to an intensive rehearsal schedule
- A genuine passion and interest in dance
- No lower than a B for effort and behaviour in all classes

### Entry Requirements

A successful audition

Submission of current report card

## Units of Competency

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. \$230

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.

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



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

## Vocational Education and Training – Mandatory Subject

**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.

### Pathway

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

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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# HLT33115 Certificate III Health Services Assistance – HSS

(including HLT23221 Certificate II In Health Support Services

## Vocational Education and Training

RTO: Connect and Grow Provider no. 40518

<b>Delivered in Partnership with</b> <b>Connect 'n' Grow®</b> RTO number: 40518																						
<b>HLT33115 Certificate III in Health Services Assistance</b> (including HLT23221 Certificate II in Health Support Services)																						
<b>Qualification description<sup>21</sup></b> 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 <a href="http://training.gov.au">training.gov.au</a> for specific information about the qualification.		<b>Delivery modes</b> A range of delivery modes will be used during the teaching and learning of this qualification. These include: <ul style="list-style-type: none"> <li>• face-to-face training</li> <li>• practicals and scenarios</li> <li>• online learning</li> </ul>																				
<b>Entry requirements</b> 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 school's CRICOS registration. Contact the VET Coordinator for more information.		<b>Fees</b> The total cost of these courses 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.																				
<b>Duration and location</b> This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.		<b>QCE Points</b> 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).																				
<b>Course units Year 1 (Certificate II units)</b> <table border="1"> <thead> <tr> <th>Unit code</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>CHCCOM005</td> <td>Communicate and work in health or community services (Credit Transfer)</td> </tr> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety (Credit Transfer)</td> </tr> <tr> <td>CHCDIV001</td> <td>Work with diverse people (Credit Transfer)</td> </tr> <tr> <td>HLTINF006</td> <td>Apply basic principles and practices of infection prevention and control (Credit Transfer)</td> </tr> <tr> <td>CHCCCS010</td> <td>Maintain a high standard of Service (Credit Transfer)</td> </tr> <tr> <td>CHPRP005</td> <td>Engage with health professionals and the health system</td> </tr> </tbody> </table>		Unit code	Title	CHCCOM005	Communicate and work in health or community services (Credit Transfer)	HLTWHS001	Participate in workplace health and safety (Credit Transfer)	CHCDIV001	Work with diverse people (Credit Transfer)	HLTINF006	Apply basic principles and practices of infection prevention and control (Credit Transfer)	CHCCCS010	Maintain a high standard of Service (Credit Transfer)	CHPRP005	Engage with health professionals and the health system	<b>Assessment</b> Assessment is competency based. Assessment techniques include: <ul style="list-style-type: none"> <li>• observation</li> <li>• folios of work</li> <li>• questionnaires</li> <li>• written and practical tasks</li> </ul>						
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<b>Course units Year 2 (Certificate III units)</b> <table border="1"> <thead> <tr> <th>Unit code</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>HLTAAP001</td> <td>Recognise healthy body systems</td> </tr> <tr> <td>BSBMED301</td> <td>Interpret and apply medical terminology</td> </tr> <tr> <td>HLTAID009</td> <td>Provide cardiopulmonary resuscitation</td> </tr> <tr> <td>HLTAID010</td> <td>Provide basic emergency life support</td> </tr> <tr> <td>HLTAID011</td> <td>Provide first aid</td> </tr> <tr> <td>BSBPEF301</td> <td>Organise personal work priorities</td> </tr> <tr> <td>CHCCCS009</td> <td>Facilitate responsible behaviour</td> </tr> <tr> <td>CHCINM002</td> <td>Meet Community information needs</td> </tr> <tr> <td>HLTWHS002</td> <td>Follow safe work practices for direct client care</td> </tr> </tbody> </table>		Unit code	Title	HLTAAP001	Recognise healthy body systems	BSBMED301	Interpret and apply medical terminology	HLTAID009	Provide cardiopulmonary resuscitation	HLTAID010	Provide basic emergency life support	HLTAID011	Provide first aid	BSBPEF301	Organise personal work priorities	CHCCCS009	Facilitate responsible behaviour	CHCINM002	Meet Community information needs	HLTWHS002	Follow safe work practices for direct client care	<b>Work experience</b> 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.
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<b>Obligation</b> 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.		<b>Pathways</b> Potential options may include: <ul style="list-style-type: none"> <li>• Various Certificate IV qualifications</li> <li>• Diploma of Nursing</li> <li>• Bachelor Degrees (B.Nursing)</li> <li>• entry level employment within the health industry.</li> </ul>																				

**Approval for advertising granted.**

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